# Grammatical Errors Secondary School Students Commit in Learning English Prepositions

# الاخطاء النحوية التي يرتكبها طلاب المرحلة الثانوية في تعلم حروف الجر الانجليزية

**By**

**Ola Mustafa Khaled Qammaz Khrisat**

**Supervised By**

**Dr.Majed Abedlatief**

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**Department of English Language and Literature**

**Faculty of Arts and Science**

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## Authorizations

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**Name**: Ola Mustafa Khalid Qammaz Khrisat

**Date**: 5/6/2017

**Signature**: Ola Q.Khrisat

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| Examination Committee | | Signature |
|---|---|---|
| Dr. Majid abedlatief | Supervisor | ............... |
| Dr. Nadia Tareq Hamendi | Chairwomen | ............... |
| Dr. Lutfi Abu Al-Haija | External Examiner | ............... |

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# Dedication

I dedicate my work to all my family members. I dedicate my work to my Mum , the reason of my success, for her endless love and support. Because of her I learned to pursue my dreams.

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# Grammatical Errors Secondary School Students Commit in Learning English Prepositions

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## Abstract

This study aimed at highlighting the problems and difficulties that second language learners face when learning English prepositions. It also attempted to unfold the factors that cause these problems, as well as to investigate teacher's and supervisors' opinions of the importance of teaching English prepositions in a proper way.

To achieve the goal of the study, the researcher collected data by means of two instruments: a pretest and test and open ended interview question. Tests consisted of different kinds of questions which were suitable for different students levels, they were designed to examine the problems faced by secondary school students. Five teachers and supervisors of English as a foreign language who teach 7$^{th}$ graders, were interviewed to know their view about the difficulties that face their students in learning English prepositions. The researcher raises the following questions:

1- What are the difficulties that face the second language learners when dealing with prepositions?

2- What are the reasons behind these difficulties?

3- What are the pedagogical methods to solve these difficulties?

**Keywords:** prepositions, problems, secondary school students.

# الاخطاء النحوية التي يرتكبها طلاب الاعدادية في تعلم حروف الجر الانجليزية

اعداد

علا مصطفى خالد قماز خريسات

باشراف

الدكتور ماجد عبداللطيف

## الملخص

تهدف هذه الدراسة إلى تسليط الضوء على المشاكل والصعوبات التي تواجه متعلمي اللغة الثانية عند تعلم حروف الجر الإنجليزية. كما حاولت أن تكشف العوامل التي ادت الى هذه المشاكل. بالإضافة إلى اثارة الاسئلة مع المعلمين والمشرفين التربويين حول اهمية و كيفية تدريس حروف الجر الإنجليزية بشكل صحيح.

ولتحقيق هدف الدراسة، قام الباحث بجمع البيانات بطريقتين: الاختبار القبلي والاختبار وسؤال المقابلة المفتوحة. وتتكون الاختبارات من أنواع مختلفة من الأسئلة مناسبة لمختلف مستويات الطلاب، وهي مصممة لدراسة المشاكل التي يواجها طلاب المدارس الاعدادية. تمت مقابلة خمسة معلمين ومشرفين للغة الإنجليزية كلغة أجنبية يقومون بتدريس طلاب الصف السابع، لسماع أرائهم حول الصعوبات التي تواجه طلابهم في تعلم حروف الجر الإنجليزية. يثير الباحث الأسئلة التالية:

1- ما هي الصعوبات التي تواجه متعلمي اللغة الثانية عند التعامل مع حروف الجر؟

2- ما هي أسباب هذه الصعوبات؟

3- ما هي الطرق التربوية لحل هذه الصعوبات؟

**الكلمات المفتاحية:** حروف الجر، المشاكل ، طلاب المرحلة الثانوية.

# Chapter One

# Introduction

## 1.0 Introduction

This chapter starts with the background of the study, followed by statement of the problem, objectives and questions of the study. It also sheds light on the significance of the study and its limitations and limits. Finally, it ends with definitions of terms.

## 2.0 Background of the Study

English prepositions are defined by many scholars. Hamdallah and Tusheyh (1993) indicated that: “prepositions are function words that link words, phrases, or clauses to other words in the sentence. They are not inflected, expressing such ideas locations, destinations, direction of motion, time, manner, and so on” (p.182). They state that English prepositions can express a relation between two grammatical elements, the prepositional complement and the object.

That is to say, English preposition is often defined as a word that describes the location of one object in relation to another. Prepositions can be divided into two groups;

A- One word prepositions such as (of, to and in).

B-Complex or long prepositions which are defined as phrases of two or more words that function like one-word preposition such as, according to, but for, in spite of.

The preposition is classified as a part of speech in traditional grammar; however, prepositions differ from other parts of speech in two main things according to Marcella (1993):

1- Each is composed of a small class of words that have no formal characteristic .

2- Each signals syntactic structures that function as one of the other parts of speech (Marcella, 1993, p.162).

The acquisition of English preposition is difficult especially for students learning English as a second language. Prepositions are difficult for English language learners to learn and use them correctly for some causes:

First, most of them have several different functions; for instance, in the dictionary list, there are eighteen main uses of "at"; at the same time, different prepositions can have very similar uses (in the morning, on Monday morning, at night…) ,that is why some students make some mistakes. On the other hand, many verbs and adjectives are used with particular prepositions (ex: arrive at). In this regard , we have to keep in mind that there are not specific rules to help us when, where and how to use prepositions. Second, there are specific expressions which often cause problems for students of English such as (ability at, bad at, afraid of not afraid "by", agree with,

about, on ,to, angry with, apologize for, arrive at not arrive "to"..). This may confuse a foreign learner of English prepositions as this usage is rather idiomatic. Third, English has a very large number of expressions which are made up of prepositions and nouns such as (at the cinemas, from … point of view not "according to … point of view…), i.e., special idiomatic. Fourth, there are expressions used without prepositions such as (to discuss not to discuss "about", to marry not to marry "with", to lack not to lack "of"…). Fifth , there is mix between infinitive and the ing-form. For example, (we don’t say I sometimes dream of to go to India we should say I sometimes dream of going to India) because after a noun or verb or adjective and preposition we usually use ing- of the following verb. Finally, there are problems of using prepositions before conjunctions .We cannot use prepositions together with conjunctions, i.e., before clauses. For example, (he insisted that he was innocent, it’s wrong to say he insisted on that he was innocent.)(Michael, 1980, pp (483-490) So, learning English prepositions is considered difficult since prepositions generally have multiple meanings as indicated by Koffi ( 2010). He states that most prepositions in English have multiple meanings depending on the context. So, determining the prepositional meaning meanings poses a challenge to learners.

To sum it up, speakers of English as a second or foreign language encounter three problems with prepositions:

1- Using incorrect prepositions.

2- Deleting necessary prepositions.

3-Using additional (unnecessary) prepositions (Grubic, 2004).

After having discussed all those problems, it is of great importance to admit that English prepositions are difficult for foreigners because of two main reasons:

A-They are countless in the English language.

B-Because of their idiomatic nature, i.e. they are rather ambiguous..

Since prepositions present such an immense challenge for language learners, it is necessary that teachers develop effective didactic methods to avoid the difficulty their students maybe facing.

In order to determine what pedagogical methods are more effective, it is important first to understand what makes learning prepositions so difficult, and what makes learners commit such mistakes. To provide a sufficient answer ,we should know that the answer can be attributed to several factor; In the first place , prepositions are generally polysemous, i.e., they have more than one meaning. The majority of prepositions in English have a variety of meanings depending on context. Thus learners are frustrated when they are trying to determine prepositional meaning and when to use them appropriately (Koffi, 2010 p.200).

Moreover, the use of prepositions in context varies from one language to another, namely, the same preposition can be extremely different or it can give a totally different meaning in various languages. For instance, a native speaker of Arabic would face difficulties in translating the prepositions (MEN,ELLAH) into English, since it can be interpreted in English by the prepositions ( from, to). That is why

learners should not depend on their prepositional knowledge from their first language. Simple because prepositional system varies from one language to another.

## 1.2 Statement of the Problem

It is clear that prepositions seem to be easy and accordingly students give less attention to them although some prepositions are difficult and problematic and they cause some problems to the students in using English prepositions. Therefore, this study investigates and identifies the actual reasons and causes behind the problems of using English prepositions faced by secondary school students.

## 1.3 Objectives of the Study

This study aims at:

1-Investegating the difficulties that school students face when dealing with different prepositions.

2- Attempting to unfold the factors that cause these problems to help teachers solve this problem.

3- Providing advice to students to use English prepositions correctly by giving them pedagogical solutions.

## 1.4 Questions of the Study

In order to accomplish the aforementioned objectives, the study tries to answer the following questions:

1-What are the difficulties the second language learners face represented by secondary school students when dealing with prepositions?

2- What are the reasons behind these difficulties?

3-What are the pedagogical methods to solve these difficulties?

## 1.5 Significance of the Study

Many studies have been conducted in the world on the problems concerning prepositions facing by the students. However, this study explains what causes these problems in the first place, and how these problems would be avoided by especially second language learners when they are given solvable techniques in order to use prepositions in their speech or in their writing effectively.

## 1.6 Limitations of the Study

The findings of the study are limited to the 2016/2017. The study is limited to the instruments which are implemented in the study, namely, a test and interviews. Additionally, the findings of this study are limited to its sample and cannot be generalized beyond the sample of the study.

**1.7 Limits of the Study:** The study is conducted in Middle East University during the first semester of the academic year 2016/2017.

## 1.8 Definition of Terms

The following terms have the following meanings:

**Second language acquisition:** Theoretically, Chomsky (1965) postulated that the mechanism of language acquisition is derived from the innate processes. Innate is something which is already there in mind since birth. The theory proposed by Chomsky is proved by the children living in same linguistic community.

Operationally universal grammar is a result of its impact on table of observations . As stated before, every language is governed by the rules of UG. These language-specific rules are often referred to as "parameters," in contrast with language-universal rules often called "principles." Since the ability to learn language is innate, children will learn the parameters of their language and internalize them (Fromkin, Rodman, & Hyams, 2007).

**Prepositions:** Theoretically, it's a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause.

Operationally, prepositions in English are a well-known challenge for learners of English as a second language, as they are one of the most problematic areas (Lindstromberg, 1991 and Capel, 1993).

**Grammatical errors:** Theoretically it is anything that has to do with sentences, punctuation, or the correct ways to write or speak a language.

Operationally, it refers to student's mistakes in prepositions.

**Secondary school students:** Theoretically ,they are learners, or someone who attends an educational institution.

Operationally, school  which provides secondary education  between the ages of 11 and 19 depending on location, after primary school and before higher education.

**Teachers" and Supervisors" beliefs:** Theoretically, teacher"s beliefs have been defined by Kabolla and Crawely ( 1985 P.223) as "information that a person accepts to be true".

Operationally, it refers to the teacher's ideas about the advantage and disadvantage of teaching English preposition.

# Chapter Two

# Review of Literature

## 2.0 Introduction

This chapter aims at reviewing the related theoretical and empirical literature. The theoretical literature discusses theories of prepositions and the idea behind second language acquisition. It also states some types of prepositions. As for empirical studies, the researcher reviews both regional and international studies related to prepositions and methods for teaching prepositions.

## 2.1 Review of Theoretical Studies

Hattab (2012) defined prepositions as short words that link certain components to give specific meanings. She indicated that prepositions are essential to offer the meaning adequately and have an important role in the mutual understanding among speakers. She stated that prepositions pose a difficulty in translation even for the advanced learners since there are differences regarding their uses between the mother tongue and the learned language. She explained the problems of using and translating them as follows:

First, some prepositions have more than one use, so they are followed by verbs and some are followed by gerunds or other components.

Second, sometimes there is no one to one translation. So, it is difficult to give the exact meaning.

According to Hattab, prepositions have syntactic and semantic classification. She indicated that the semantic relations include: spatial relations, temporal relations, comparison, content, agent, instrument, cause, reference and functional relations.

Hansard (2012) classified prepositions into prepositions of direction and prepositions of location. He stated that "prepositions of location appear with verbs, describing states or conditions, especially, prepositions of direction which appear with verbs of motion." (p. 1).

According to Fromkin, Rodman and Hymas (2007) syntax includes two basic categories of words (content and function words). Content words are those that have meaning or semantic value such as (nouns, verbs, adjectives, and adverbs) while function words are those that exist to create structural relationships into which the content words may fit (pronoun, articles, conjunction). Most linguists classify prepositions as function words because they encode a relationship between two objects, i.e., prepositions describe a semantic relationship between two entities.

Dunstan (2003) indicated that "prepositions express a relationship of meaning between two parts of a sentence, often between two noun phrases, usually a relation of space or time" (p.14). He stated that prepositions can be just one word such as: about, down, for, from, in, of, on, though, to, under, and with, or multi-word such as: ahead of, instead of, as far as, by means of, and on behalf of. He indicated that prepositions

are combined to noun phrases to form prepositional phrases which modify nouns or verbs as in the examples: *"Over the river and through the woods. To grandmother's house we go"*(p.14).

According to Brown (2003), the function of a preposition "is to connect a noun or pronoun (called the object of the preposition) to another word in a sentence. It also shows how that noun or pronoun (its object) is related to the other word"(p. 570). He stated that a preposition cannot stand alone; it must always be within a phrase which is called a prepositional phrase. He demonstrated that prepositions indicate relationships of direction, location, time and other relationships.

As for Celcia Murcia (1999), non-native speakers of English tend to have three types of problems with prepositions: choosing the wrong prepositions, omitting a needed preposition and using an extra preposition where one is not needed. These sources of errors are attributed to the following reasons:

**1-Interlingual transfer** refers to the interference of the mother tongue with the target language.

**2-Intralingual transfer** errors occur due to partial learning of the target language. So we can mention the **overgeneralization error,** which according to Brown (Brown, 1987) involves the incorrect application of the previously learned second language material to a present second language context. Also we can attribute intralingual transfer to the ignorance of the rules restriction which according to Richards and

Sampson means “applying rules to contexts to which they do not apply” (Richards and Sampson, 1974).

**3-Context of Learning:** These sorts of errors are attributed to poor presentation of prepositions in texts, which in most cases do not mention prepositions at all. Brown stated that “some textbook writers focus on some aspects of the language and neglect others according to their belief or experiences (Brown, 1987). Simple prepositions are more easily mastered by students compared to the complex prepositions so they receive little attention in grammar textbooks and other school text books. The exercises or examples for this particular category of prepositions are rare, and that is why teachers do not focus on these prepositions and do not use them extensively with their students.

**4-Avoidance**: Sometimes students of EFL avoid the words or chunks of words, which they find difficult to acquire (Lightbown and Spada, 2003).

**5-Guessing**: when students do not know or are in doubt about a specific preposition they try to guess the right one (Herskovits, Annette, 1998).

Samara (1999) clarified that interference is the main factor that constitutes a problem of usage to most learners of the English Language, especially, in second language learning situation. Some errors are more serious than the others. Both the native English speaker and the educated English speaker can tolerate the second language learner’s prepositional errors. It is pointed out that even native speakers

sometimes have problems with certain prepositional structures. The errors that learners of English as a foreign language usually commit are due to:

1-The interference of their mother tongue, English prepositions are difficult for any EFL learner because he/she usually relates them to his /her own MT prepositional system.

2-The difficulty is also caused by the difference in number, meaning and usage of the prepositions in the MT and EF languages. Verbs and other parts of speech play a great role in the omission, addition and selection of a wrong preposition in English, which may affect the whole meaning of the idea intended by the learner. In addition to this, idiomatic usage of English prepositions makes them difficult to learn even by native speakers of the language. This is why they are hard for both native and non-native speakers of English.

The second error is caused by the interference of the target language (second language); some of the errors that are made by learners of an L2 are caused by the structure of the target language and not the mother tongue, and are signs of false hypotheses.

Kharma & Hajjaj (1997) described prepositions' errors as an everlasting problem for EFL Arab learner. Kharma’s statement is based on his own empirical and theoretical studies conducted in several Arab countries (eg. Arab Gulf countries, Jordan), and because he observed that among almost all research on syntactic errors in the Arab world, prepositions were found to be the most troublesome grammatical

words and constantly constitute a significant proportion of errors, and occupied the first or second position among other syntactic and semantic errors.

Alexander (1988) ascribed that prepositions can express the following relationships: space, time, cause, and means as in the examples:*" We ran across the field. The plane landed at 4: 25 precisely." Travel is cheap for us because of the strength of the dollar. "You unlock the door by turning the key to the right* (p. 144).

Zughoul (1979) classified prepositions into: case, lexical, and unit prepositions, he talked about the reasons that make English prepositions difficult to learn by Arab learners. According to Zughoul the areas of difficulty in learning English prepositions to nonnative speakers include:

A-The large number of possible meanings for many prepositions, which change according to the context in which they are used.

B-The lack of a written guide to usage.

C- For native Arabic speakers, the commonly- used grammar-translation method of instruction and native language interference (p.24-29).

Gass (1978) indicated that prepositions pose a major difficulty for EFL (English as a foreign language) learners due to the fact that prepositions are often highly polysemous and, represent highly conceptual ontological category. Learners often make decisions about which prepositions to use. Thus, prepositions usage is often

challenging and forms an obstacle in achieving grammatical fluency and accuracy for the EFl learners. Moreover, prepositions are difficult because of the cross- linguistic differences between Arabic and English prepositional systems.

Bennet (1975) offers some features of prepositions as follows: First, a preposition is combined with a noun which is called the object of the preposition. Second, there is a grammatical relationship between the complement phrase of a preposition and another word or phrase in the context, made by the preposition. There is also a semantic relationship made by a preposition that can be spatial temporal or logical.

Third, particular grammatical properties for the complement of a preposition are determined by the preposition. Fourth, prepositions are non-inflecting, that is, they do not have different forms for different tenses, cases, genders, etc.

Scott and Tucker (1974) mentioned that English and Arabic prepositions rarely have a one to one correspondence. They comment on the errors made by Arab learners; they state that "Arab EFL learners learn the semantic meaning of the English lexical prepositions before they learn all the restrictions on their usage". (cited in Hamdallah and Tushyeh,1993,p.186).

Wilkins (1972) showed that English language is a highly important useful international language with a growing potential of acquiring more learners. It is traditionally accepted to have eight parts of speech namely: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection..

Takahaski (1969) demonstrated that English speakers, including teachers, cannot give any logical explanation or clear conceptual framework for the occurrence or usage of English prepositions. So, understanding the 13 functions and the usages of English prepositions becomes one of the most difficult problems encountered by a student who is learning English as a second language.

## 2.2. Review of Empirical Studies

Reviewing empirical studies sheds light on regional and international investigations about the problems of preposition.

### 2.2.1. Studies related to prepositions

Jafari (2014) attempted to demonstrate that the errors committed by Persian learners of English in using English prepositions are related to their mother tongue. These errors include:

1-Using wrong prepositions.

2.-Addition of unnecessary prepositions.

3-.Deletion of prepositions.

These steps were followed by Jafri:

First, he discussed the word contrastive analysis, its history and two versions of it. Next, he discussed a cross – linguistic analysis of English and Persian prepositions in different fields such as technology, management, education, psychology. Then, he discussed the applied comparative and contrastive studies. After that, he selected

eleven couples of technical words with their definitions from the internet and he presented some predictions regarding errors that occur during the process of learning. Finally, he discussed some pedagogical explanations to explain the importance of contrastive analysis in language teaching. Results revealed that most Persian learners of English language commit errors while using English prepositions since students express the intended message in English in a similar manner to Persian. The study recommended that teachers help their students avoid such errors and learn the language.

Almaloul (2014) investigated the errors committed by Libyan university students in using English prepositions. The sample of the study consisted of 100 students of the English Department in their first year at Azzawia University. Data were collected by a test of English prepositions. Prepositions in the tests used in the study were categorized into four categories:

1-Similar Arabic and English prepositions.

2-Dissimilar Arabic and English prepositions.

3-Arabic prepositions with no English counterparts.

4-English prepositions with no Arabic counterparts.

The results revealed that students made more errors in the category of "English prepositions with no Arabic counterparts" than the other three categories. These errors

were committed due to the lack of knowledge about the different meanings of English prepositions which made the students apply the strategy of transfer.

Al Murshidi (2014) investigated the errors made by United Arab Emirates University students in the use of prepositions. A sample of 30 Arabic students in the Engineering College participated in the study. They answered a test on English prepositions which contained thirty multiple choice questions. Results revealed that the students' syntactic errors were addition, deletion, substitution, and redundancy. The Arabic learners are affected by their first language which has a negative effect on them while using English prepositions.

Al-Bayati (2013) identified the errors committed by the undergraduate EFL Iraqi learners when using prepositions and the reasons behind such errors. The learners in the Department of English Language at the University of Kufa were asked to answer subjective and objective questions in essay-writing forms. The writings of thirty-two students were chosen for error analysis .The results showed that students found difficulty in using English prepositions. They committed interlingual errors due to the interference of their first language. The errors were classified into three categories: omission, substitution and addition.

Al Yaari (2013) identified the difficulties encountered by Saudi EFL students in translating the English prepositions at, in and on into Arabic. He investigated whether males or females could translate these three prepositions better. Fifty Saudi EFL students including 25 males and 25 females were asked to translate twenty sentences and phrases including the English prepositions at, in, and on into Arabic. Results

showed that Saudi EFL students encountered difficulties when translating the prepositions from English into Arabic such as inability to give the right equivalent and unfamiliarity with the prepositions. It also showed that the females performed better than males.

Terdjat (2012) analyzed the errors committed by EFL Algerian students when using the English prepositions "in", "on" and "at". The study aimed at identifying the kinds of errors made by the students, and the reasons behind such errors. It also aimed to check if they were affected by their mother tongue (Arabic) when using the prepositions. Data were collected by a diagnostic test which included the above mentioned prepositions. The test was administered to a random sample of 50 students who were studying English for the second year at Biskra University. The results revealed that the students committed substitution, redundancy and omission errors. The reasons behind such errors were the interference from the mother tongue (Arabic) and the ignorance about the appropriate use of the prepositions in some cases.

Krulj (2011) investigated the misuse of English prepositions in professional medical texts by scientist non-native English speakers. A sample of four professional biomedical journals and papers published in former Yugoslavia was selected randomly and analyzed. Results indicated that these journals published articles with wrong use of prepositions when they were translated into English. There were 70 wrong uses of prepositions. It was concluded that the literal translation was beyond the improper use of the prepositions. The errors were classified into the following categories: The confused words which represented 26 examples, wrong prepositions

which represented 16 examples, the omission of 21 prepositions which represented 28 examples, and unnecessary prepositions which represented 2 examples.

Najim (2010) identified the errors committed by the upper intermediate learners at Diyala University when using the English prepositions at, in, and on. A sample of 80 students in the English department answered a test on the prepositions. The findings showed that the students committed three types of errors: adding an unnecessary preposition, deleting a required preposition and using a wrong preposition. The results revealed that these errors stem from the interference of the learners' mother tongue.

Tahaineh (2010) conducted a study which aimed at identifying the kinds of errors made by EFL students in the use of prepositions and the source of such errors. Data were collected from compositions of a random sample of 162 students. The compositions were written by Jordanian first, second and third year university EFL students. Results revealed that the students committed transfer errors and overgeneralization. Mother tongue interference was the major source of EFL learners' errors. The study showed that Arab Jordanian EFL students use the proper prepositions if equivalents are used in their mother tongue language , select the improper prepositions if equivalents are not used in their mother tongue , omit prepositions if equivalents are not required in their mother tongue and add prepositions if equivalents are required in their mother tongue.

Al-Marrani (2009) conducted a study which aimed to compare and contrast the subsystems of the prepositions in Arabic and English regarding their uses, function and meanings to find the major similarities and differences between the two languages

and the errors that may be committed by the learners. The researcher collected data about Arabic and English prepositions from some Arabic and English grammar books. The researcher described and analyzed the function of prepositions in English and Arabic, and the use and meanings of prepositions in both languages. The results revealed that there are similarities and differences between the two subsystems of the prepositions. The similarities between them make learning a foreign language easy which is called positive transfer, while the differences make it difficult and cause a lot of mistakes which is called negative transfer or interference. The study has pedagogical implications for teaching English prepositions and helping teachers identify learners’ errors in using the prepositions and reduce them. Like the use of it at the end of the sentence when it is not necessary.

Al-Azzam (2003) investigated the translatability of the baa' preposition from Arabic into English in light of the strategies that are used to translate it .She also identified the problems concerning the translation of the baa' in order to solve them. The researcher reviewed examples containing the baa'. A comparison was made between the Arabic prepositions in general and the baa' in particular, and then between the baa' and the English prepositions. The results revealed that certain similarities exist between the two systems with regard to meanings and functions that prepositions have in both languages. It was concluded that the baa' preposition is translatable from Arabic into English equivalently.

Hashim (1996) aimed at explaining the most common types of syntactic errors that native Arabic learner commit in learning English as a foreign language. To achieve the goal, the researcher depended on a review of research to discuss the

errors. The errors were identified and explained. They include: verbal errors (use of tense, phase, aspect, voice, verb formation, concord, finite and non-finite verbs), relative clauses (interlingual and intralingual errors, structural misrepresentation, simplification), adverbial clauses (comparison, purpose, result, concession, manner), sentence structure, articles (definite and indefinite), prepositions (deletion, substitution, redundancy), and conjunctions. It was found that most common errors were attributed to the interference from the native language, since the learners applied the strategies in their first-language to English syntactic structures.

Hashim (1996) has reviewed most of the studies on syntactic errors made by Arabic-speaking students in learning English, his results show that a lot of errors have been found and presented in seven syntactic categories: verbal, preposition, relative clause, conjunction, adverbial clauses, sentence structure, and articles. The results reveal that the influence of native language (mother tongue) has been found the most common source of these deviations.

Abd Al-Haq(1982:1) cited in Rababah,(2003, rightly states: ‘there are general outcries about the continuous deterioration of the standards of English proficiency of students among school teachers, university instructors and all who are concerned with English language teaching’. Strongly supporting Abd Al- Haq, Rababah, (2003) goes on to say that Arab Jordanian learners of English encounter several serious problems in speaking and writing. This fact has been clearly stated by many researchers,(e.g.Zughoul, 1991, 2003; Rababah, 2001, 2003; AlKhuwaileh and Shoumali, 2000). These problems are even more accentuated with Arabic non- native speakers of English in required English composition courses’. He has added that

Arab learners of ESL /EFL do have serious problems in writing and may not be motivated to develop their writing skills (ibid, 2002:161). Several Arab researchers reported and confirmed that Arab EFL learners in general and Jordanian EFL learners in particular, face serious problem in using English prepositions (e.g. Rababah, 2001, 2003; Zughoul, 1991, 2003; Al-Khataybeh, 1992). The findings of the empirical data of these studies have shown that EFL Jordanian learners at all levels encounter several problems in all language skills. The great number of errors that Jordanian learners of English produce is in writing. Committing a lot of errors (mainly syntactic and grammatical) in their writing as referred to by these Arab and Jordanian researchers, is the prominent feature of Arab adult learners of English and prepositions is a core case in point, which appears to be an ever-lasting problem, thereby indicating the seriousness of the problem.

Khalil (1989) investigated the difficulties related to prepositions and prepositional phrases which Arab translators faced when translating from Arabic into English or vice versa .The researcher examined a number of works and texts in both languages translated by professional translators and postgraduate students of translation at Yarmouk University .The results revealed that the translators and the students were unable to give the right meanings for the prepositions since they translated out of context. They committed errors such as misusing the right prepositions and deletion.

Delshad (1980) conducted a contrastive study of English and Persian prepositions and found that Iranian EFL/ESL students have difficulty in the use of English prepositions. According to Delshad, Iranian EFL learners apparently tend to misuse or omit English prepositions (as cited in Jafarpour&Koosha, 2006). Likewise, in an

endeavor to determine the extent to which Iranian EFL learners' knowledge of collocation of prepositions is affected by their L1, Jafarpour and Koosha (2006) conducted a study in which the errors of the collocations of prepositions turned to yield the significance of Iranian EFL learners' L1 transfer. That is, Iranian EFL learners tend to carry over their L1 collocation prepositions to their L2 production.

In conclusion, the chapter reviewed theoretical background and empirical studies related to the problems of prepositions: regional and international.

# Chapter Three

# Methods and Procedures

## 3.0. Introduction

This chapter presents the method and procedures followed in this study. The methodology starts with the sample, research instruments, validity and reliability of the instruments. It also elaborates on data analysis and procedures used in this study.

## 3.1. Research Design

This research adopts quantitative and qualitative approaches in which the frequencies and percentages are used in the analysis. The teachers' and supervisor's comments on the difficulties of teaching English prepositions for the second language learners are presented.

## 3.2. Population and Sample of the Study

The population of the current study consists of the following:

1- 26 male and 20 female of Secondary school students of the national section of the academic year (2016-2017). (Sands National Academy ) (Amman –Jordan).

2- All female and male English teachers and supervisors who teach "English Prepositions" for 7$^{th}$ graders in private school.

Regarding the sample of teachers, the researcher has a sample that consists of five female and male teachers who teach the 7th grade, two of them are supervisors. The sample is selected from the Directorate of Private Education to respond to the interview.

Table (1) below shows the demographic characteristics of the teachers and supervisors in terms of gender, age range, educational background and years of experience. It is worth mentioning that the sample of teachers and supervisors is not so big because it is only one school. Additionally, a qualitative approach does not need a large number of respondents. Therefore, the sample involves all teachers and supervisors who welcome the idea of being interviewed.

Table (1) : Teachers' and Supervisors' Demographic

Characteristics

| | | | |
|---|---|---|---|
| Gender | Female | 4 | |
| | Male | 1 | |
| Age | 28-33<br>33-39<br>40-45 | 2<br>2<br>1 | |
| Educational background | Diploma<br>B.A<br>M.A<br>Ph.D. | 1<br>2<br>1<br>1 | |
| Years of experience | 1-10<br>11-20<br>21-30 | 2<br>1<br>2 | |

## 3.3. Research Instruments

To achieve the purpose of the study, the researcher used the following two instruments:

### 3.3.1. Test

A pre-test and test. Pre-test which included six questions is designed to examine the difficulties that face students when dealing with prepositions (different types). After looking at the test results, the students are given pedagogical solutions in order to avoid the difficulties that faced them in the two types of prepositions ( place, time, especially ( In, On, At). The students are given another test which included two questions based on the prepositions of (time , place) only.

The test is hand -delivered by the researcher to the school students during the second week of November of the academic year 2016-2017. Students were asked to do the test in their classroom. Clear instructions were given by the researcher in order to clarify the sentences. After that, the researcher corrected the test. The researcher followed the model answer which the experts modified (see appendix J). Then, the test was analyzed (average, each question) in terms of the frequencies and percentages of the students errors.

### 3.3.2 Teachers and Supervisors Open-ended Interviews

The researcher used this instrument to collect qualitative data about the difficulties that face 7th graders when dealing with prepositions and the reasons behind those

difficulties and solutions for such difficulties. The researcher conducted the interviews by making appointments with the interviewees. She started by asking questions to collect demographic data about the participants. Then she interviewed three teachers and two supervisors informally. Furthermore, two "open –ended questions" were asked to form a clear idea about the difficulties that face students when it comes to prepositions. All the appointments were set in advance and conducted at schools. The researcher introduced herself and clarified the interview questions to the participants to make them comfortable while they are responding. The interview questions were as follows:

1-What are the difficulties the second language learners face when dealing with prepositions?

2- What are the reasons behind these difficulties?

3- What are the pedagogical methods to solve these difficulties?

### 3.3.3 Validity of the Instruments

The validity of the instrument was achieved by asking a group of experts to provide their comments and suggestions on both tests ( pretest ,test). Moreover, the same experts judged the interview questions, and their valuable comments and notes were taken into consideration.

## 3.3.4 Reliability of the Test

The test was administered. It was given to the same population and the same sample. The same text was given to them again after one week to check the reliability of their answers. The result showed stability in the responses.

## 3.4. Procedures of the Study

The researcher followed the following procedures:

1-The researcher reviewed the theoretical literature and empirical studies related to issue under investigation.

2- Based on the objective of the study, the researcher developed two instruments: Test and interviews and submitted them to university professors to assess their validity.

3- The researcher took into consideration the Jury's comments and implemented them.

4- The researcher identified the population and sample.

5- Preparing the test.

6- Establishing the validity and reliability of the designed test.

7- Obtaining a letter of permission from the Middle East University to facilitate the research.

8- Analyzing and interpreting data whose results are illustrated via tables and discussion.

9- The researcher presented the results of the test.

10- Findings have been presented in the tables and results have been discussed by referring to the studies mentioned in literature reviews.

11-The researcher drew conclusions, provided recommendations and suggestions for further studies.

12- All references were listed according to APA style.

## 3.5 Data collection and Analysis

The data were collected from the questionnaire and were presented in diagrams followed by comments on each one. The answers were analyzed and classified. Moreover, percentages and frequencies of the responses were figured out. The qualitative data which was collected from the interviews have been analyzed, narrated and described.

To sum it up, this chapter covered the methodology used in this study. It presented data about population, sample and how participants were selected. Also, it gave a description of the two instruments used in this study.

# Chapter Four

# Results of the Study

## 4.0 Introduction

This chapter provides answers to the questions of the study which aimed at highlighting the difficulties second language learners face, the reasons behind those difficulties and the pedagogical methods to solve these difficulties when dealing with prepositions. The study attempted to answer the following three questions:

1-What are the difficulties that face second language learners when dealing with prepositions?

2- What are the reasons behind these difficulties?

3-What are the pedagogical methods to solve these difficulties?

## 4.1 Results of the pre-test related to Question One

What are the difficulties second language learners face when dealing with prepositions?

In order to answer this question, the researcher has prepared a pre-test which included six different questions; each question asked for a different type of preposition.

Question One: This question included ten sentences which were needed to be filled with the suitable preposition.

1-Total mark for this question was 2.5.

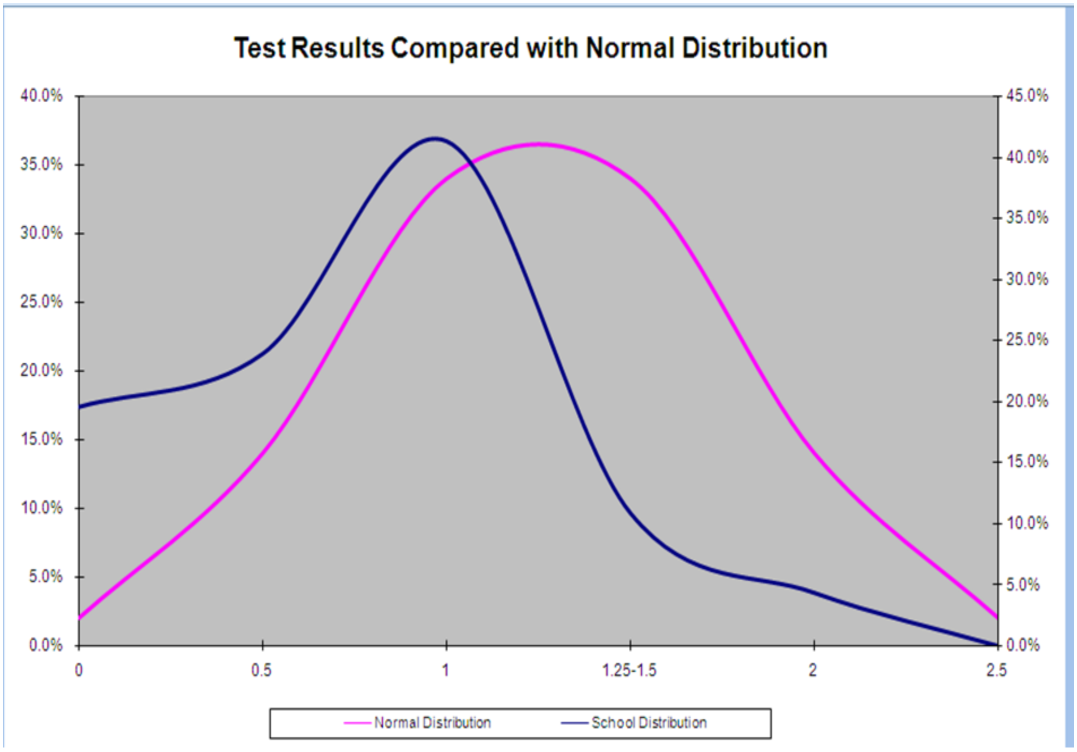
2- Number of students: 46 ( 26 boys, 20 girls).

3- Number of passing students: 7 students and the percent was: 4.3% .

4- Number of failed students : 39 students and the percent was 84.8%.

5- Highest mark was 2 while the lowest mark was Zero.

The chart figure below shows test results compared with normal distribution



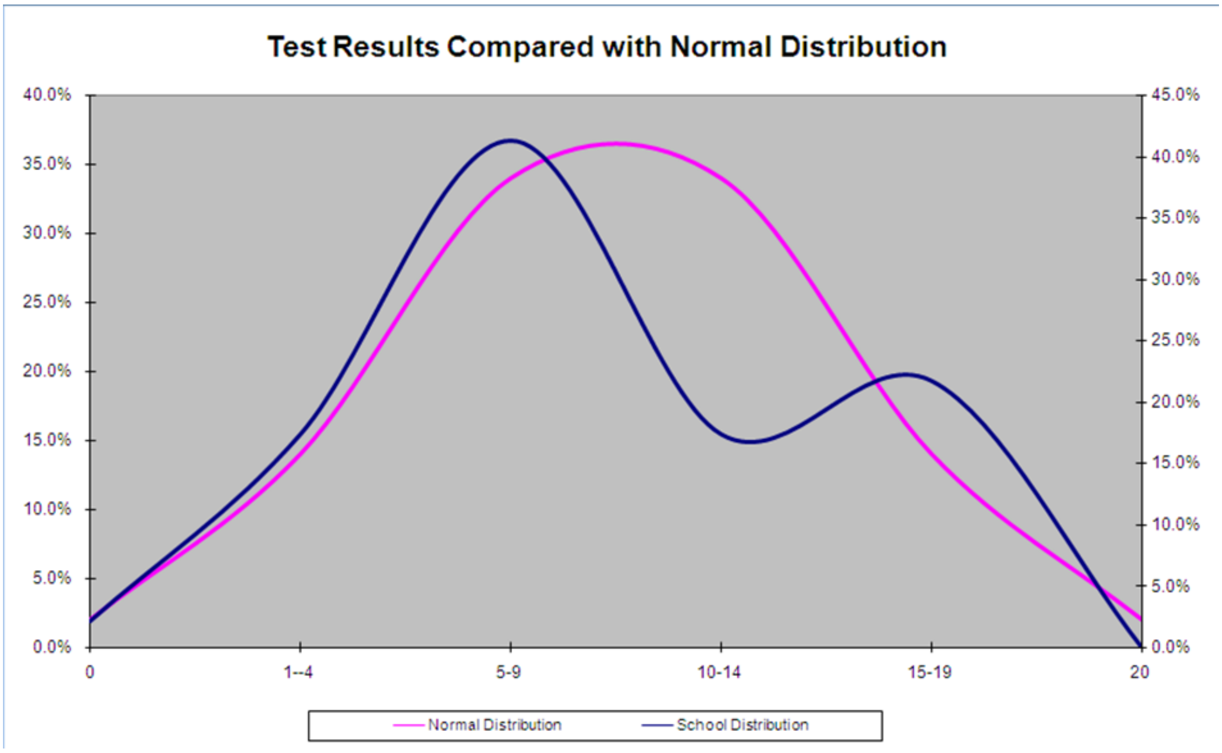
Question # 2: this question included six sentences needed to be filled with this specific prepositions ( at, in, on).

1-Total mark for this question was: 1.5.

2- Number of passing students was: 18 and the percent was: 39.1.

3- Number of failed students was: 28 and the percent was: 60.9.

4- Highest mark was 1.25 while lowest mark was Zero.



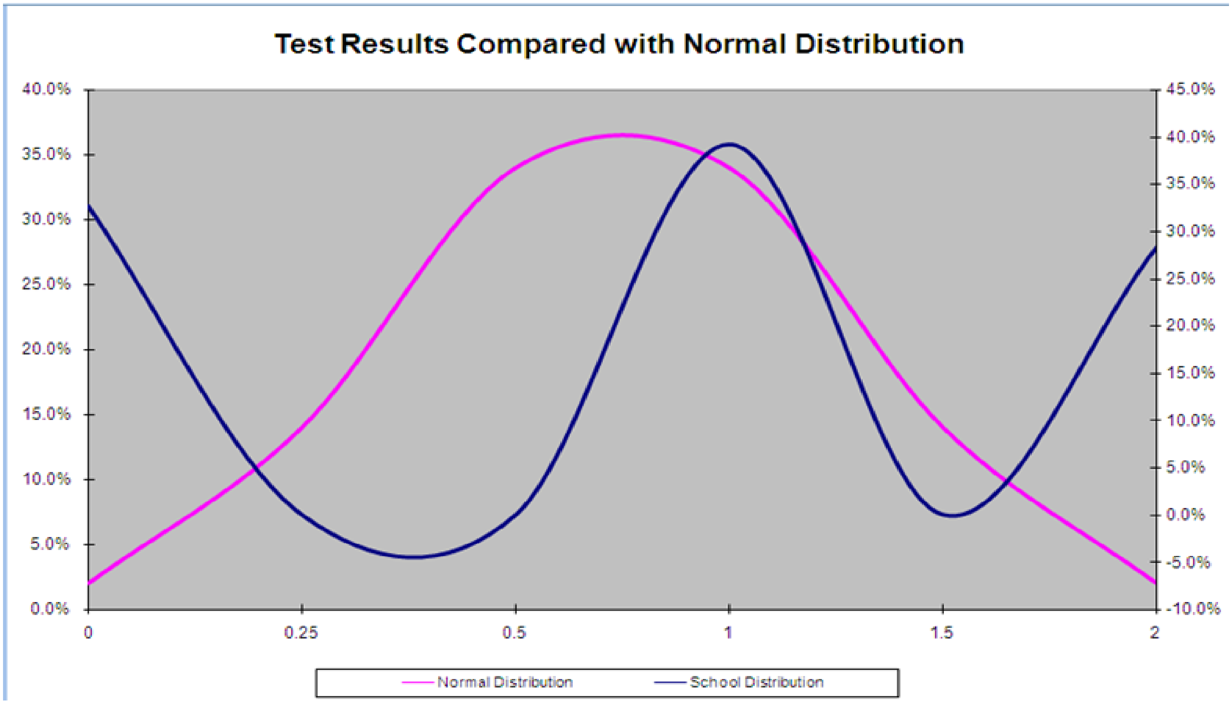

Question # 3: this question included two sentences to be looked at in order to complete the two rules about the use of ( at, in and to) also a box which contained 5 words which will help the students in completing the rules.

1-Total mark: 2.

2- Number of passing students: 31 and the percent was: 67.4%.

3-Number of failed students: 15 and the percent was: 32%.

4-Highest mark was 2 while the lowest mark was Zero.




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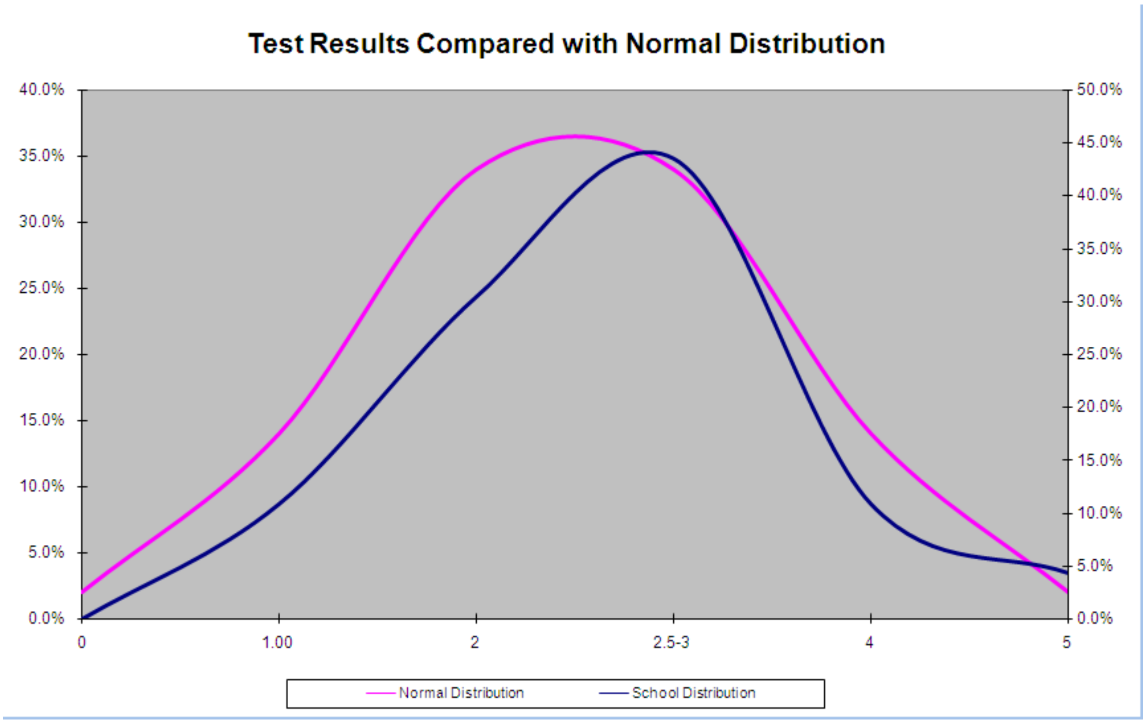
Question #4: A multiple choice question included 20 different sentences each sentence contains 3 choices, and there is only one correct answer.

1-Total mark: 5.

2- Number of passing students: 27 and the percent was : 58.7%.

3- Number of failed students: 19 and the percent was: 41.3%.

4- Highest mark was 5 while the lowest mark was 1.



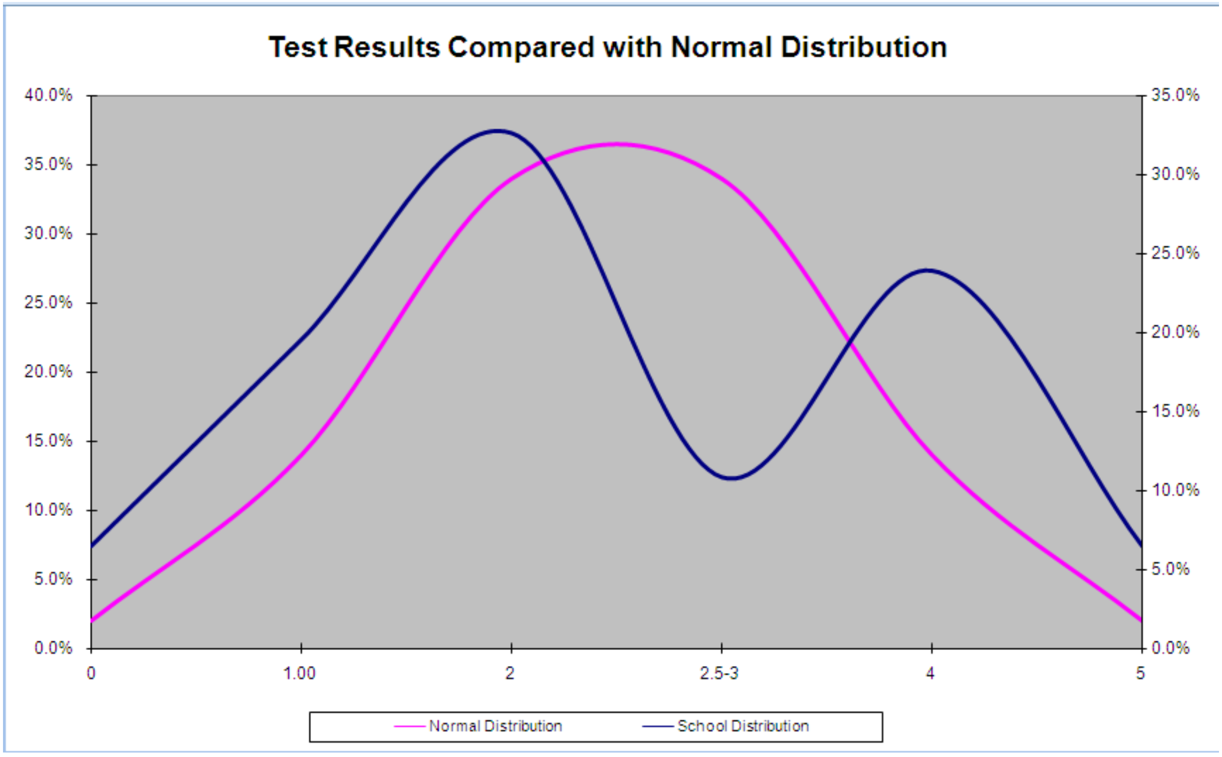

Question #5: contains 21 different sentences, the students were asked to fill in the blanks with the convenient prepositions.

1-Total mark: 5.

2- Number of passing students: 27 and the percent was 41.3%.

3- Number of failed students: 19 and the percent was 58.7%.

4-Highest mark was 5 while lowest mark was zero.



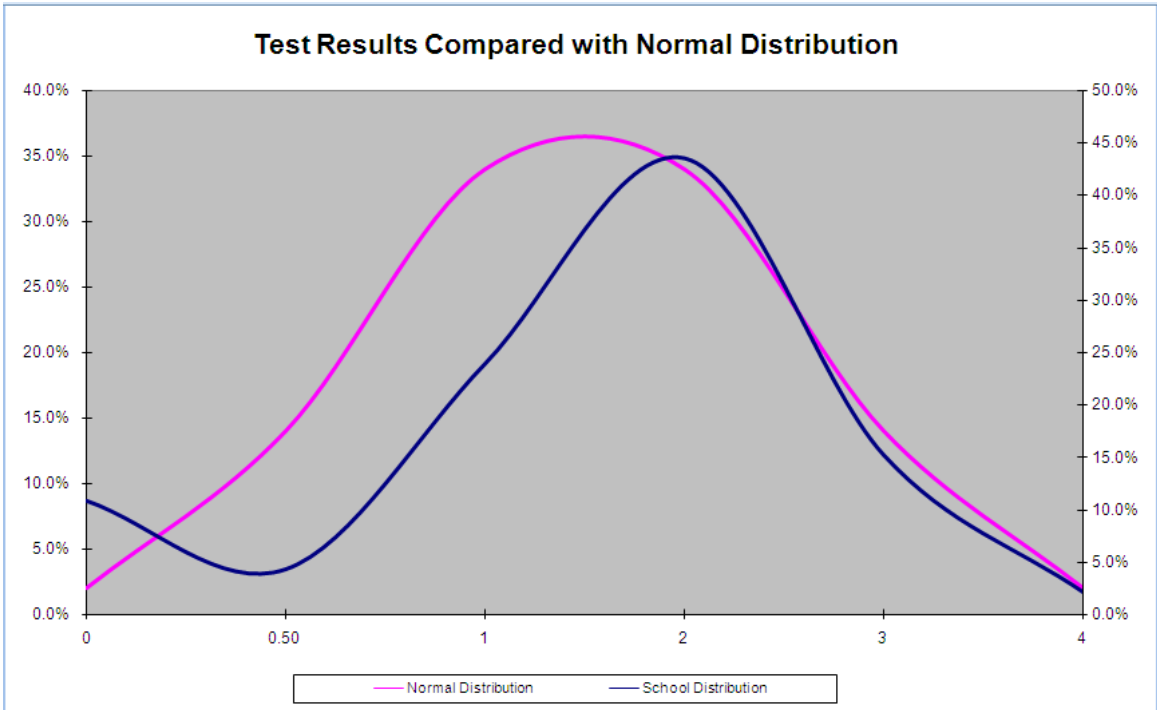

Question #6:The last question of this test is also fill the blanks with the suitable prepositions, 17 different sentences.

1-Total mark: 4.

2- Number of passing students: 28 and the percent was : 60.9%.

3- Number of failed students: 18 and the percent was : 39.1%.

5-Highest mark was 4 while the lowest one was zero.




Analysis of the data revealed that:

1- Students are not able to answer any question related to prepositions, they don't know when to use the correct preposition in the correct place. Obviously most of the students did not understand the concept of preposition in the first place.

2-Errors of substituate caused by students mother tongue interference and the influence of the target language itself.

3- Choosing the wrong preposition , omiting and replacing preposition with the other part of speech.

The results for this test ( pre-test) indicated that the errors commited by the students cover the following skills: preposition of time and place ( at,in,on).According to these results the researcher made a remidal plan for students to deal with these prepositions by using the following strategies:

A-Lecturing by using specific rules in order to clarify students errors and give them the best solutions for such mistakes.

B- Discussion.

C- Critical thinking and brain storming.

D- Clarifying the following pedogogical solutions for their problems:

Preposition of time:

A- In: three uses, 1- month or year ( in 1985).

2- particular time of day, month, year ( in the morning).

3- century or specefic time in the past ( in the Victorian era).

B- On: three uses, 1- day ( on Monday).

2- date ( march 5).

3- particular day ( on my birthday).

C- At: two uses, 1- time of clock ( at 5pm).

2- short time ( at the moment).

Preposition of place:

A- In: usually used for place which have some boundaries, enclosed place ( in the hall, in school).

B- On: used for surface of something ( on a table).

C- At: used for specific place ( at the entrance).

## 4.2. Results of the posttest related to Question One

After giving them the correct use of those prepoitions, the students were given another short test (post) include two questions to examine their skill in using prepositions after giving them some tips.

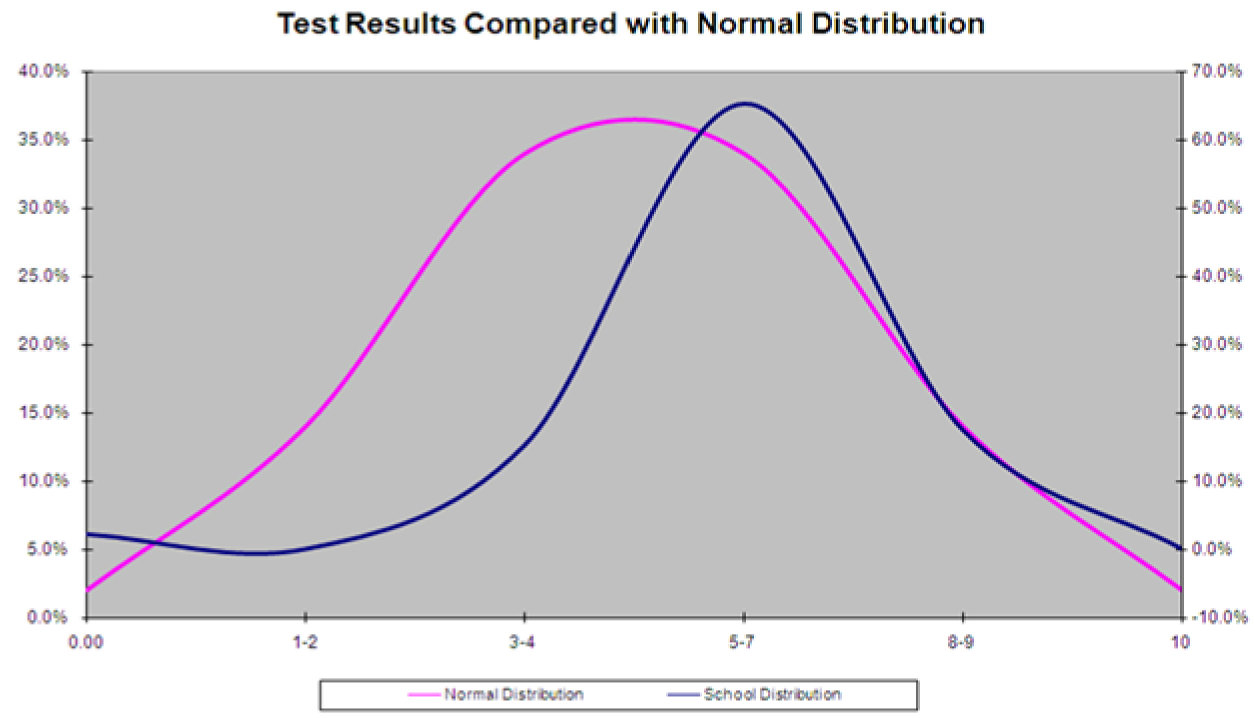
Question #1: incuded ten sentences needed to be filled (time).

1-Total mark for this question was 10.

2- Number of passing students: 38 and the percent was :82.6%.

3- Number of failed students: 8 and the percent was: 17.4 %.

4- Highest mark was 9 while the lowest mark was zero.



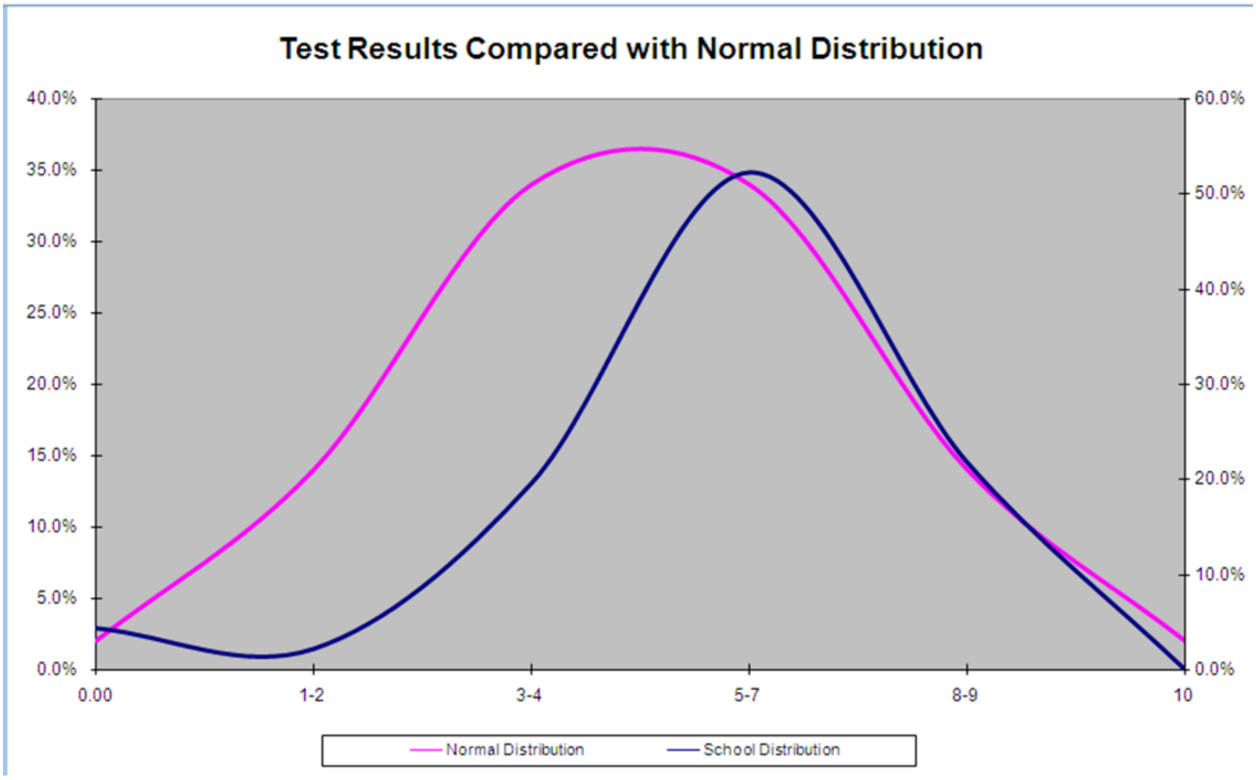

Question #2: ten sentences needed to be filled (place).

1-Total mark for this question :10.

2-Number of passing students: 34 and the percent was :73.9%.

3-Number of failed students: 12 and the percent was: 26.1%.

4-Highest mark was 9 while the lowest mark was zero.




## 4.3 Results of the Interviews:

Confirming the results of the test, the researcher interviewed five female and male teachers who taught 7th grade, two of them were supervisors. The interviews were conducted in English. The researcher asked three questions:

1-What are the difficulties the second language learners face when dealing with prepositions?

2- What are the reasons behind these difficulties?

3- What are the pedagogical methods to solve these difficulties?

## 4.4 Results of the interview Related to first Question:

-What are the difficulties the second language learners face when dealing with prepositions?

The first interviewee is Mrs. Alla aliz: with 10 years' experience in supervising in English department, holding a Master's degree in the English language and methodology.

The second interviewee is Mrs. Amal Ibrahim: with 28 years' experience in teaching English, holding diploma in the English language.

The third interviewee is Mrs. Sanaa alhasan: with 58 years' experience in teaching English , holding a Bachelor degree in the English language.

The fourth interviewee is Mrs Hadeel saeed: with 6 years in supervising in English department , holding a PHD degree in the English language.

The fifth Interviewee is Mr. abdalrahman shabatat: with 6 years' experience in teaching English, holding a Master's degree in the English language.

They all answered the first question as follows:

1-Students are unable to give the right equivalents for the prepositions.

2- They are unable to understand the meanings of the prepositions and their multiple usages.

3- They relate them to their mother tongue prepositional system.

## 4.5 Results of the interview Related to the Second Question:

What are the reasons behind these difficulties?

The teachers and supervisors answered as follows:

1-Lack of basic knowledge of prepositions and their different usages.

2-Weakness in the English language.

3- Lack of communication with native speakers.

4- polysemy of prepositions, where different meanings change according to the context in which prepositions are used.

5-Lack of spoken and written guide on how to use prepositions correctly.

6- Mother tongue interference. Students try to learn the English prepositions with the equivalence in their mother tongue ,which is wrong because each language has its own grammatical system.

7- Lack of information about which verbs or nouns require certain prepositions.

8- English books have just a general overview of prepositions without providing specific rules and their usage.

9- Lack of sufficient explanations given by the teachers.

10- The context is out of consideration.

11-Unfamiliraity with the prepositions.

12- Inconsistency of prepositions in English.

## 4.6 Results of the interview Related to the Third Question:

What are the pedagogical methods to solve these difficulties?

The teachers and supervisors answered as follows:

1-Teachers should improve their teaching skills by preparing.

2-Teachers should focus on those area that need reinforcement.

3-Prepositions should be taught systematically.

4-Providing extra examples

5- Translating the difficult sentences into their mother tongue.

6- Using objects, cards, pictures, i.e. visual aids.

7- Practicing and asking students to make sentences.

8-Teachers should apply helpful suitable techniques and strategies in teaching prepositions.

9- Students should communicate with English native speakers to help them master the language.

10- Teaching prepositions through explicit grammar instruction, and focusing on learning prepositions individually within context, with no further expansion .

11- Teaching prepositions through the use of collocations rather than single entities.

# Chapter Five

# Discussion, Conclusion and Recommendations

## 5.0 Introduction

In the light of the results reported in Chapter Four and the reviewed literature, in this chapter the researcher presents a brief discussion of the study question and attempts to explain the results. The chapter ends with conclusion, recommendations and suggestions for future research.

## 5.1 Discussion related to the Findings of Question One

The analysis of pretest results indicate that the errors committed by the students were due to interlingual interference of their mother tongue and to the structural differences between the source language and the target language. Therefore, the difficulty in mastering certain structures in a source language depends on the difference between the learner's mother tongue and the language they were trying to learn.

This error occurs when a learner of a second language carries over the habits of his mother tongue into the second language. This interlingual interference means that his mother habits ( pattern, system, rules) prevent the learner from acquiring the patterns and rules of the second language; also some of the errors that are made by the students are caused by the structure of the target language. The key to those problems is the fact that students always resort to literal translation before they form English patterns. In other words, they translate the English prepositions into Arabic and then

from Arabic into English. So errors are made by them due to their mother tongue interference. Prepositions are hard to master because they perform complex rules, coupled with the fact that not every Arabic preposition has a definite equivalent in English and vice versa, or not every English or Arabic preposition has a definite usage and meaning. This result is in line with Jafari ( 2014) who talked about the errors committed by Persian learners of English in using English prepositions which are related to their mother tongue .These errors include using prepositions; addition of unnecessary prepositions, or deletion of prepositions, revealed that most of the students commit those errors because they express the intended message in English in a similar manner to Persian.

Also the result revealed student's inability to give the right equivalents for the prepositions and this was because they did not understand the meaning of the sentences, this can be attributed to the lack of knowledge about the different meanings of the prepositions and their multiple usages. This result goes along with Almaloul"s ( 2014) as he investigated the errors committed by Libyan learners due to the lack of knowledge about the different meanings for English prepositions.

This result goes side by side with Al Murshidi"s ( 2014) who found out that learners of English misused English prepositions due to the mismatch of prepositions in different languages, which means that the learners were negatively affected by their first language while using English prepositions.

## 5.2 Conclusions

Prepositions proved to be the most common in use and the most difficult for learners in this study. In this study, we aimed to clarify and explain the basic use of prepositions of time and place ( In, On, At). The data obtained from two instruments indicated that students encountered difficulties in learning and solving questions

related to prepositions such as substitutions , choosing the wrong prepositions , omitting and replacing prepositions with other parts of speech such as verbs and nouns as shown through their performance in the test.

The supervisors and teachers, who are considered as effective elements of the teaching process, have expressed their point of view about the reasons behind these difficulties; through their answers, it was clear that unfamiliarity of using the correct time and place prepositions was due to lack of basic knowledge of prepositions and their different usages, weakness in the English language , and the interference of their mother tongue, among more reasons which already mentioned in this study. The interviews have confirmed these results and have suggested solutions for such difficulties.

## 5.3 Recommendations

The present study addressed the grammatical errors secondary schools students commit in learning prepositions and the reasons behind them and the methodological approaches that should be used to avoid those difficulties. In light of the results, the researcher presents some recommendations to overcome this problem.

This study recommended the following:

1- Teachers should apply helpful suitable techniques and strategies in teaching prepositions by using objects, cards and pictures.

2- Students should communicate with English native speakers to help them master the language.

3- Students recommended searching using dictionaries and online resources to get the correct equivalents of prepositions.

4- Teachers should teach prepositions systematically.

5- Supervisors and teachers are advised to teach prepositions properly, and they are also advise to create a distinction and balance between the two languages, mother tongue and second language (English)

6- Supervisors and teachers are advised to use effective pedagogical methods to avoid the difficulty that faces their students.

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# Appendix (A)

## Interview

| Name | Educational background | Years of Experience |
|---|---|---|
| Alaa Aliz | M.A | 10 |
| Amal Ibrahim | Diploma | 28 |
| Sanaa Alhassan | B.A | 58 |
| Hadeel Saeed | P.H.D | 6 |
| Abedalrahman Shabtat | M.A | 6 |

# Appendix (B)

## Open –Ended Interview Questions for Supervisors and Teachers

Dear participants,

The following represents open-ended questions that are addressed to all male and female teachers and supervisors of English who teach secondary school students ($7^{th}$ grade).

Researcher: Ola Mustafa Khalid Qammaz Khrisat .

**Open-ended questions:**

1- In your opinion, what are the difficulties that face the second language learners represented by secondary school students when dealing with prepositions?

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2- In your opinion, what are the reasons behind these difficulties?

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3- In your opinion, what are the pedagogical methods to solve these difficulties?

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# Appendix (C)

## Validation Committee

| Name | Rank | Place of Work |
| --- | --- | --- |
| Dr.Majid Abedlatief | Linguistics | Middle East |
| Dr.Nadia Tareq | Literature | Middle East |
| Dr.Lutfi Abu Al-Haija | Linguistics | Al-Yarmouk University |

# Appendix (D)

## Pre-Test

Question one: fill in the blanks with the suitable preposition in each sentence:

1- I arrived -------- the station at six.

2- She’s very good -------- languages.

3- Congratulations ---------- your success.

4- It all depends ----------- the weather.

5- I divided the cake ---------- three parts.

6- This is an example --------- his work.

7- There is no increase ------- prices.

8- I am looking --------- a place to live.

9- He has to look ------- his mother.

10- I am reading a novel --------- Dickens.

Question two: fill in the blanks with ( at, in, on)

1. ------- Easter.

2. ------- Tuesday.

3. -------- 1914.

4. ------- The evening.

5. ------ Friday evening.

6. ------- May.

Question three: look at the examples and complete the rule with word from the box.

I meet her ***at*** the concert. Let's go ***to*** a concert.

He's ***in*** London. I sent it ***to*** London.

| | | | |
|---|---|---|---|
| **Distance** | **Position** | **Time** | **Experience Movement** |

Rule: ***At ,In*** are used for ---------------.

***To*** is used for -------------------.

Question four: For each question, choose the single best answer.

1. My best friend lives ______ Boretz Road.

**a.** in

**b.** on

**c.** at

2. I'll be ready to leave _____ about twenty minutes.

**a.** in

**b.** on

**c.** at

---

3. Since he met his new girlfriend, Juan never seems to be ______ home.

**a.** on

**b.** in

**c.** at

4. The child responded to his mother's demands ______ throwing a tantrum.

**a.** with

**b.** by

**c.** from

5. I think she spent the entire afternoon ______ the phone.

**a.** on

**b.** in

**c.** at

6. I will wait ______ 6:30, but then I'm going home.

**a.** from

**b.** at

**c.** until

7. The police caught the thief _____ the corner of Cascade and Plum Streets.

**a.** in

**b.** at

**c.** from

8. My fingers were injured so my sister had to write the note _____ me.

**a.** for

**b.** with

**c.** to

9. I am not interested _____ buying a new car now.

**a.** to

**b.** for

**c.** in

10. What are the main ingredients ______ this casserole?

**a.** about

**b.** to

**c.** of

11. My best friend, John, is named ______ his great-grandfather.

**a.** after

**b.** to

**c.** about

12. Grandpa stayed up ______ two in the morning.

**a.** since

**b.** for

**c.** until

13. My parents have been married ______ forty-nine years.

**a.** since

**b.** for

**c.** until

14. He usually travels to Philadelphia _______ train.

**a.** by

**b.** at

**c.** with

---

15. You frequently see this kind of violence ____ television.

**a.** with

**b.** in

**c.** on

16. I told Mom we'd be home ______ an hour or so.

**a.** to

**b.** in

**c.** at

17. I was visiting my best friend _____ the hospital.

**a.** of

**b.** at

**c.** in

18. The professor _______ South Africa amazed the American students with her stories.

**a.** from

**b.** of

**c.** in

19. I'll see you ____ home when I get there.

**a.** in

**b.** by

**c.** at

20. It's been snowing ________ Christmas morning.

**a.** since

**b.** for

○ **c.** until

Question five: fill in the blanks with convenient prepositions.

---

Nice ------ meet you.

2. Don't be late ------- school.

3. Are you the new student --------  Portugal?

4. Are you a teacher ------- this school?

5. She is ------- vacation. She is ------ Italy now.

6. What is this called --------- English?

7. Look ------- the flowers.

8. Adam's birthday is ---------- July.

9. Don't run --------- the classroom.

10. Compare your answers -------- your partner.

11. This key holder is very special ------------- me.

12. Apple and pears are ----------- the same box.

13. Write ----------- me soon.

14. Have you got a piece ----------- paper?

15. What's the calculator for? It is --------- my exams.

16. I'm tall ---------- black hair and brown eyes.

17. We have a house ------------ a big garden.

18. I come ------------ a big family.

19. Match the pictures ---------- the names.

20. Is your house ------------ the country?

21. I have two color pens. What ----------- you?

Question six: fill in the blanks the correct preposition.

1. Anna has returned -------- her home town.
2. The dog jumped --------- the lake.

3. Are the boys still swimming --------- the pool?

4. Thomas fell --------- the floor.

5. The plane landed --------- the runway.

6. We drove ----------- the river for an hour but turned north before we reached it.

7. The kids climbed ---------- the monkey bars.

8. Joanna got ----------- Fred's car.

9. The baby spilled his cereal ------- the floor.

10. We cried to the man on the ladder, "Hang -------!"

11. I went ------- the gym.

12. Matthew and Michelle moved the table ------- the dining room.

13. Allan left your keys --------- the table.

14. Dr. Karper apologized for interrupting us and told us to carry -------- with our discussion.

15. I walk -------- the amusement park.

16. Pat drove Mike ------- the airport.

17. Glenn almost fell --------- the river.

***<u>"The end "</u>***

Common prepositions

| | | | |
|---|---|---|---|
| about<br>above<br>across<br>after<br>against<br>around<br>at<br>before<br>behind<br>below<br>beneath<br>beside<br>besides<br>between,<br><br>beyond | by<br>down<br>during<br>except<br>for<br>from<br>in<br>inside<br>into<br>like<br>near<br>of<br>off<br>on ,<br>out | outside<br>over<br>since<br>through<br>throughout<br>till<br>to<br>toward<br>under<br>until<br>up<br>upon<br>with<br>without | according to<br>because of<br>by way of<br>in addition to<br>in front of<br>in place of<br>in regard to<br>in spite of<br>instead of<br>on account of<br>out of |

# Appendix (E)

## Posttest

### *At, in, on* – Time prepositions

Complete with ***at, in, on***.

1. ...... night
2. ...... the evening
3. ...... 1996
4. ...... Christmas Day
5. ...... 8th June

**6-** I always keep some extra money __ my bag in case of emergencies.

**7-**I'll read it tonight ___ home.

8- She grew up ___ a farm.

9-- **I read about it ___ the newspaper**
**10-The dog's sleeping ___ the carpet.**

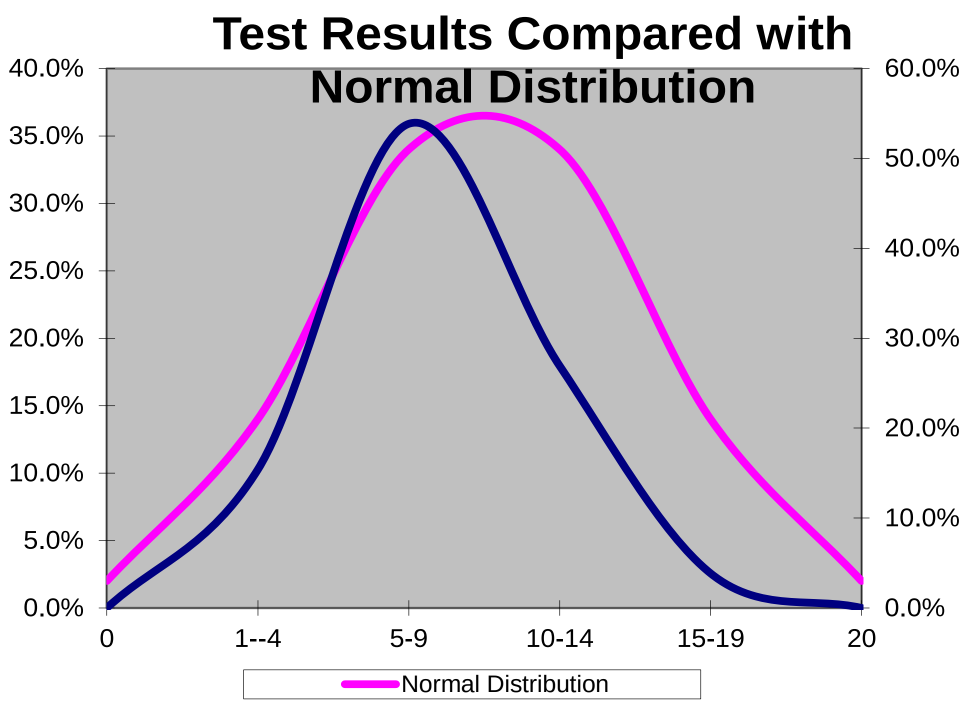
### At, in, on prepositions of place

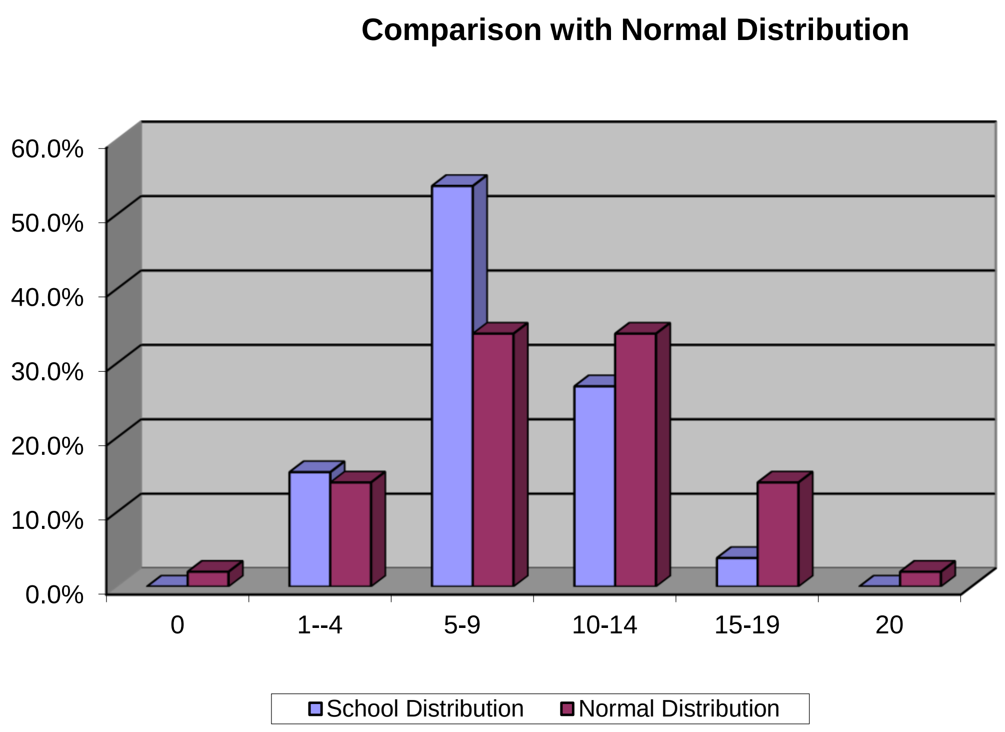
1. She lives ………. New york.
2. ……. the roof.
3. Students study ……….. the library.
4. …….. the corner.
5. There are some books …… the table.
6. …….. a building.
7. His house is ………. the end of the street.
8. …….. a car.
9. There was a huge gathering ……. Bus stop.
10. 10-…..a page.

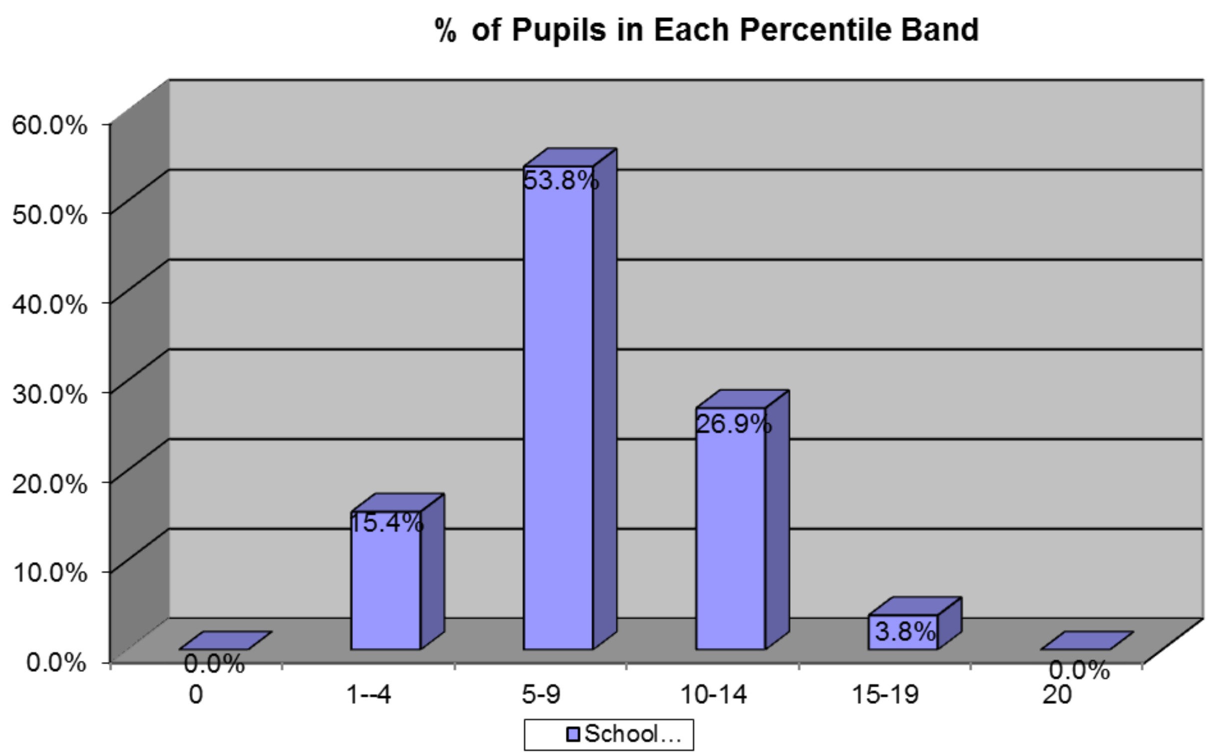
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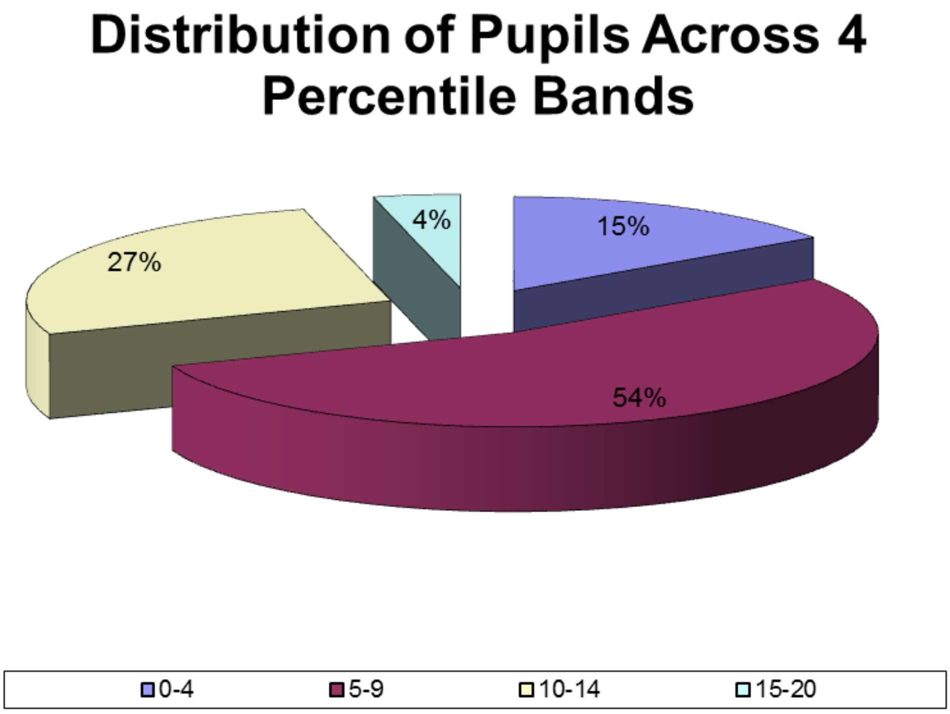
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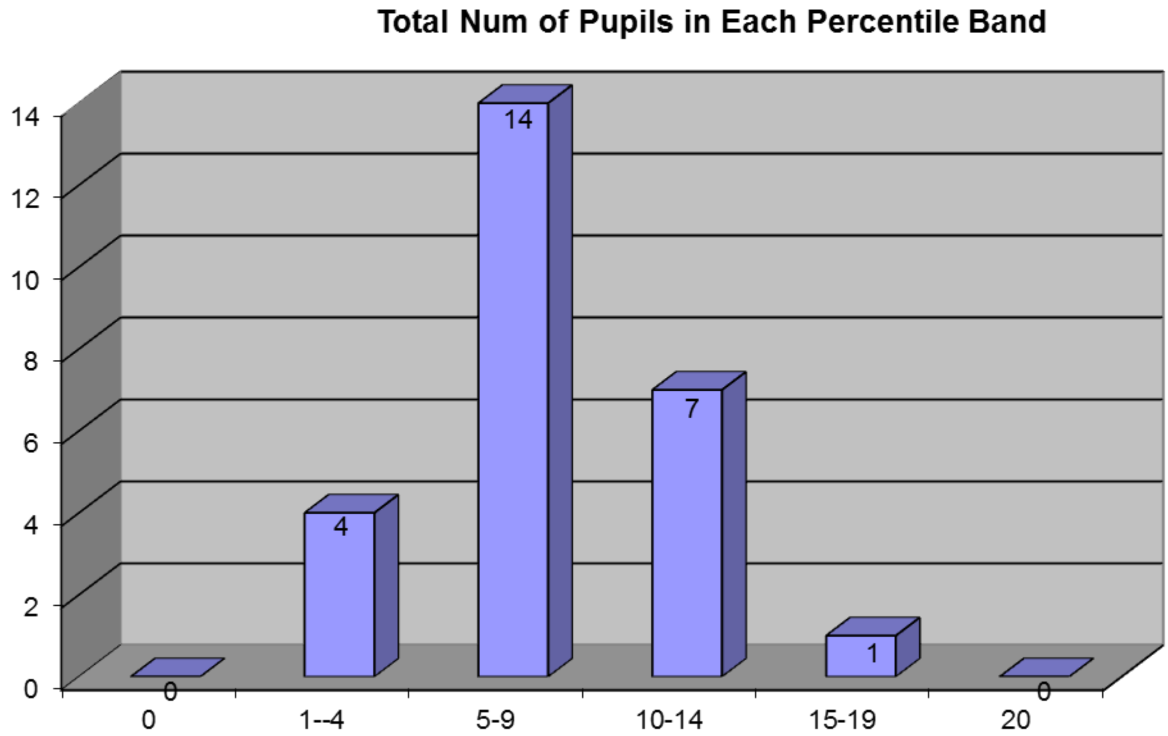
## Pre-test



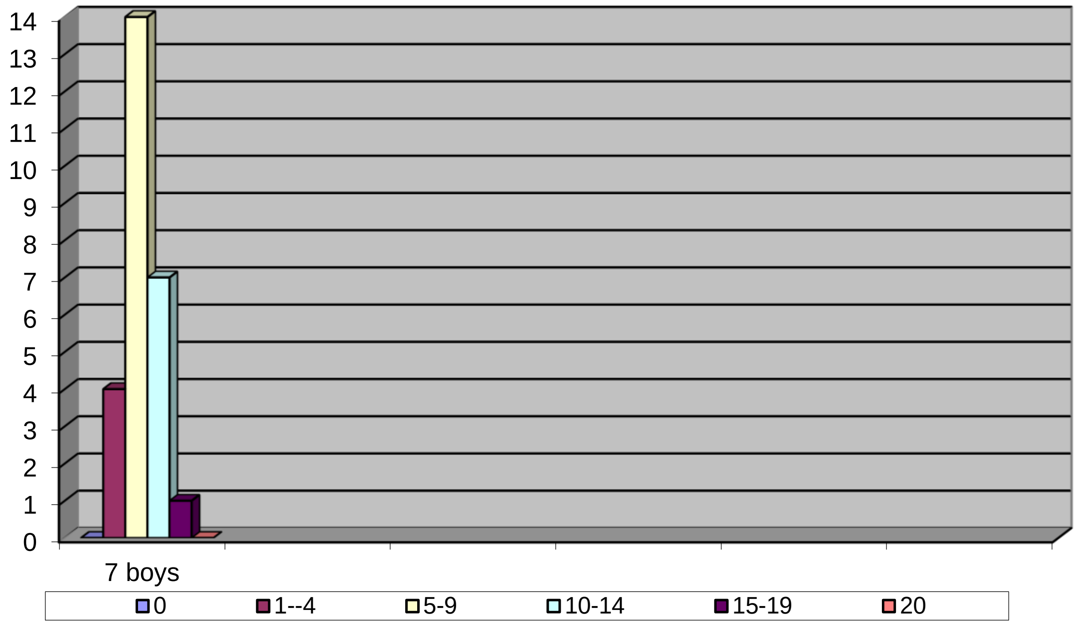

Comparison with Normal Distribution
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
0
1--4
5-9
10-14
15-19
20
School Distribution
Normal Distribution


% of Pupils in Each Percentile Band
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
0.0%
15.4%
53.8%
26.9%
3.8%
0.0%
0
1--4
5-9
10-14
15-19
20
School…


Distribution of Pupils Across 4 Percentile Bands
4%
15%
27%
54%
0-4
5-9
10-14
15-20


Total Num of Pupils in Each Percentile Band
14
12
10
8
6
4
2
0
0
4
14
7
1
0
0
1--4
5-9
10-14
15-19
20

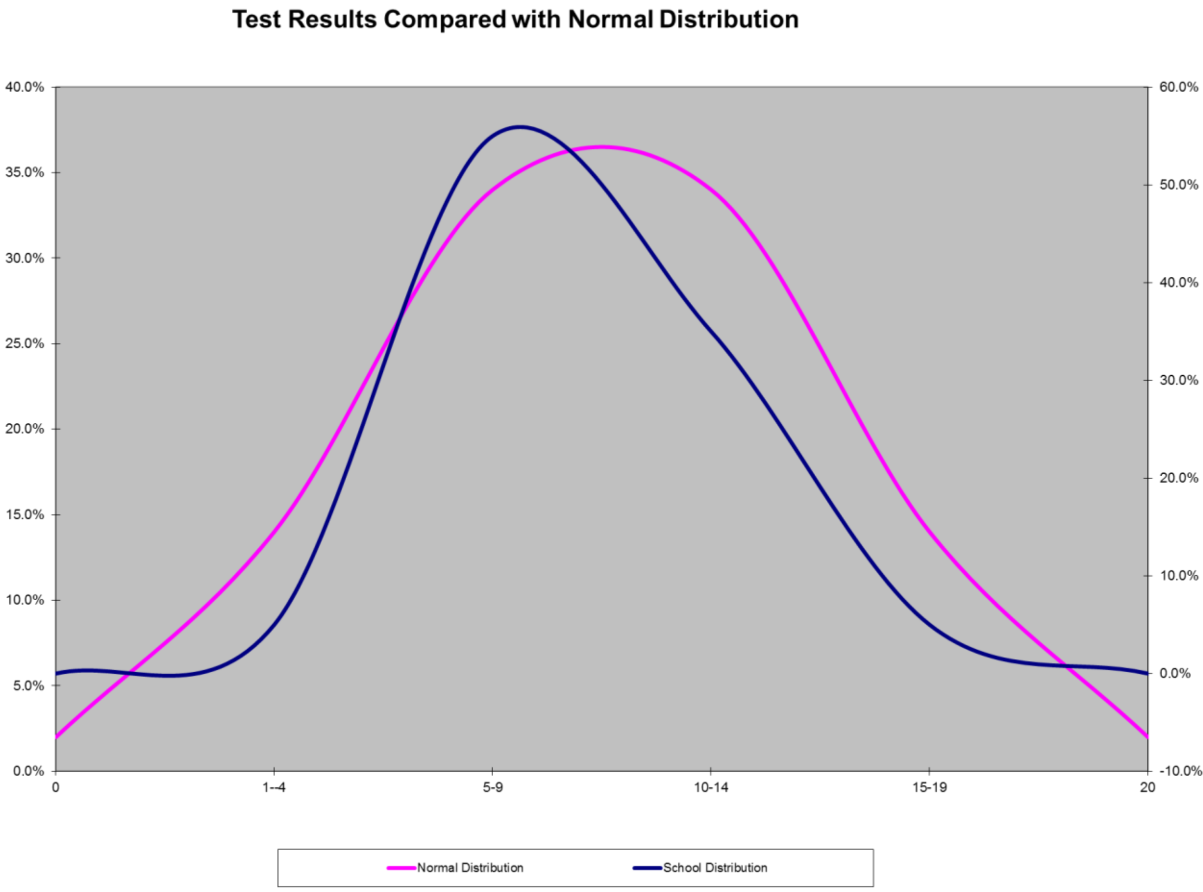
## Distribution of Pupils in Each Class

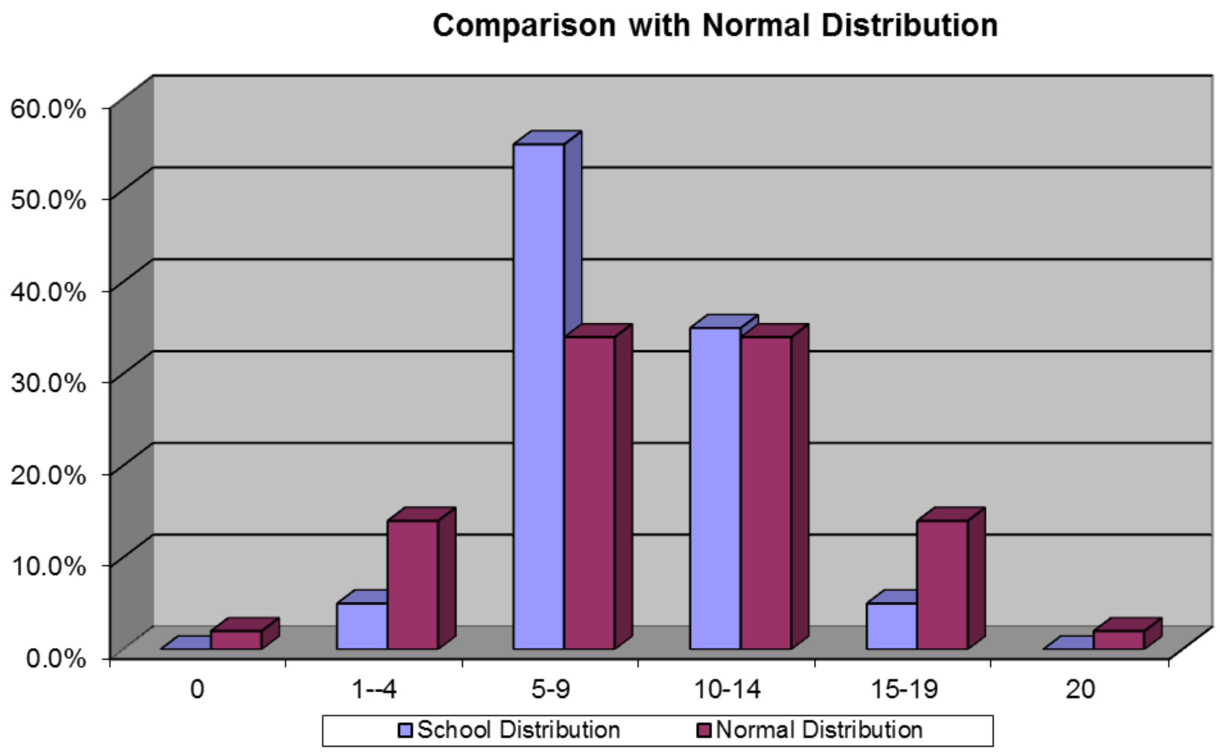


# Appendix (G)

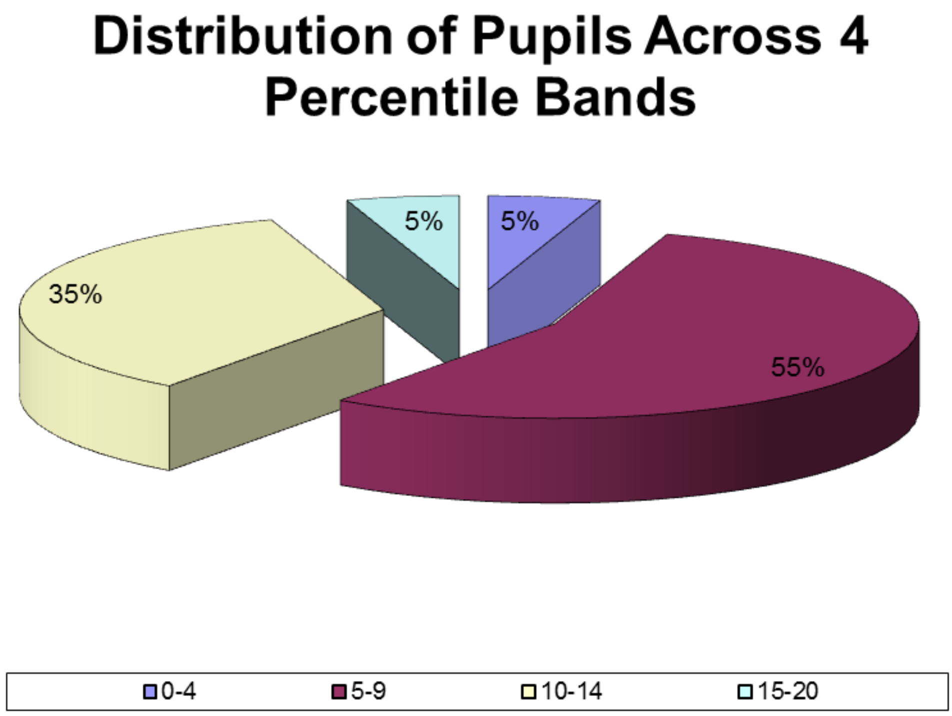
## Overall Girls Analysis

## Pretest

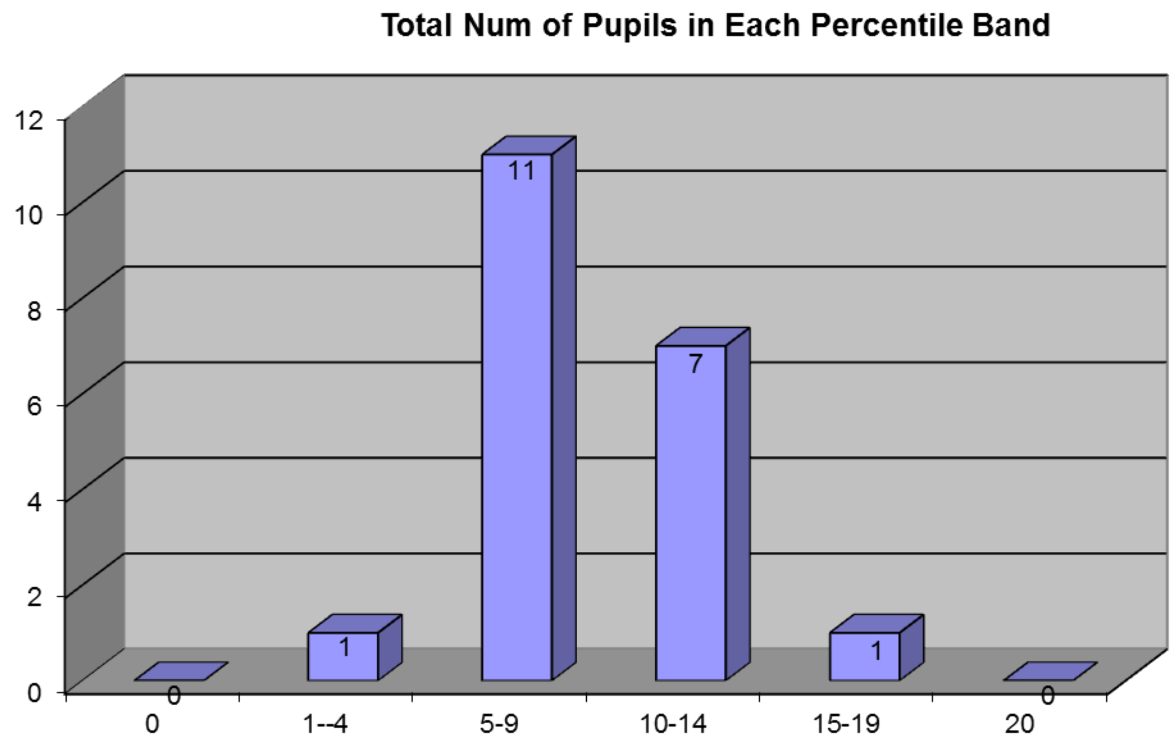


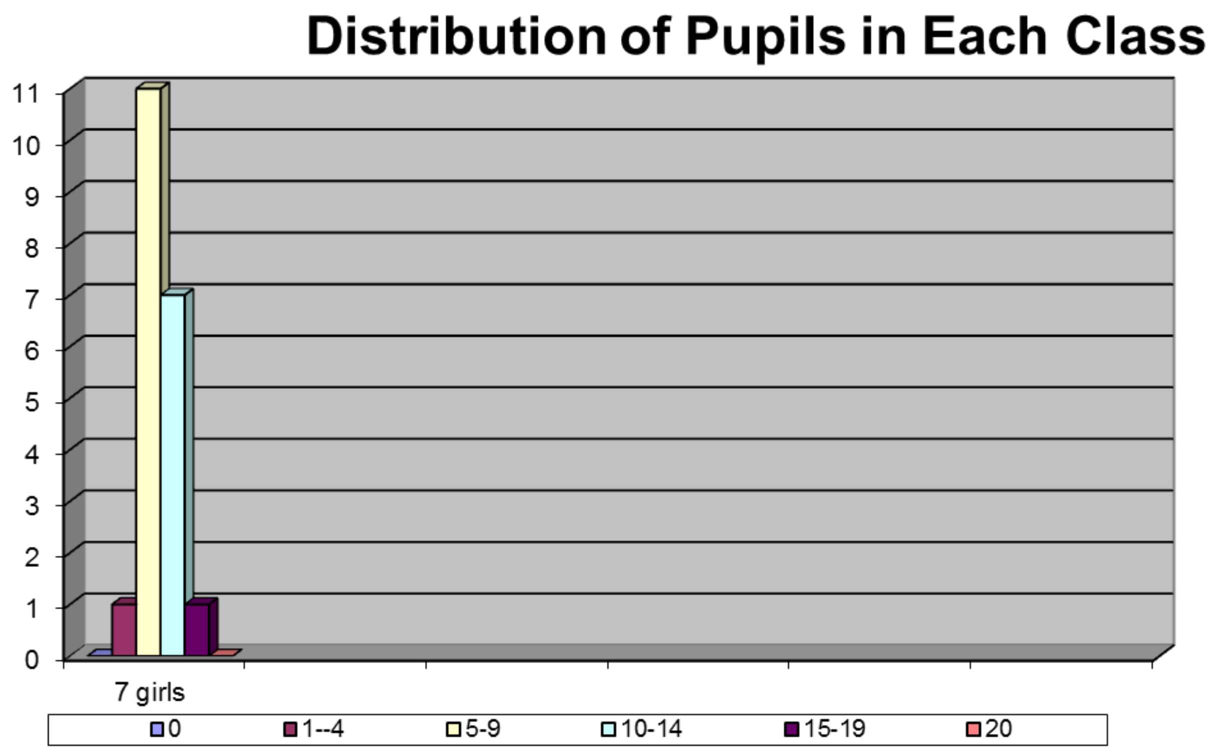


Comparison with Normal Distribution
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
0
1--4
5-9
10-14
15-19
20
School Distribution
Normal Distribution

Distribution of Pupils Across 4 Percentile Bands
5%
5%
35%
55%
0-4
5-9
10-14
15-20

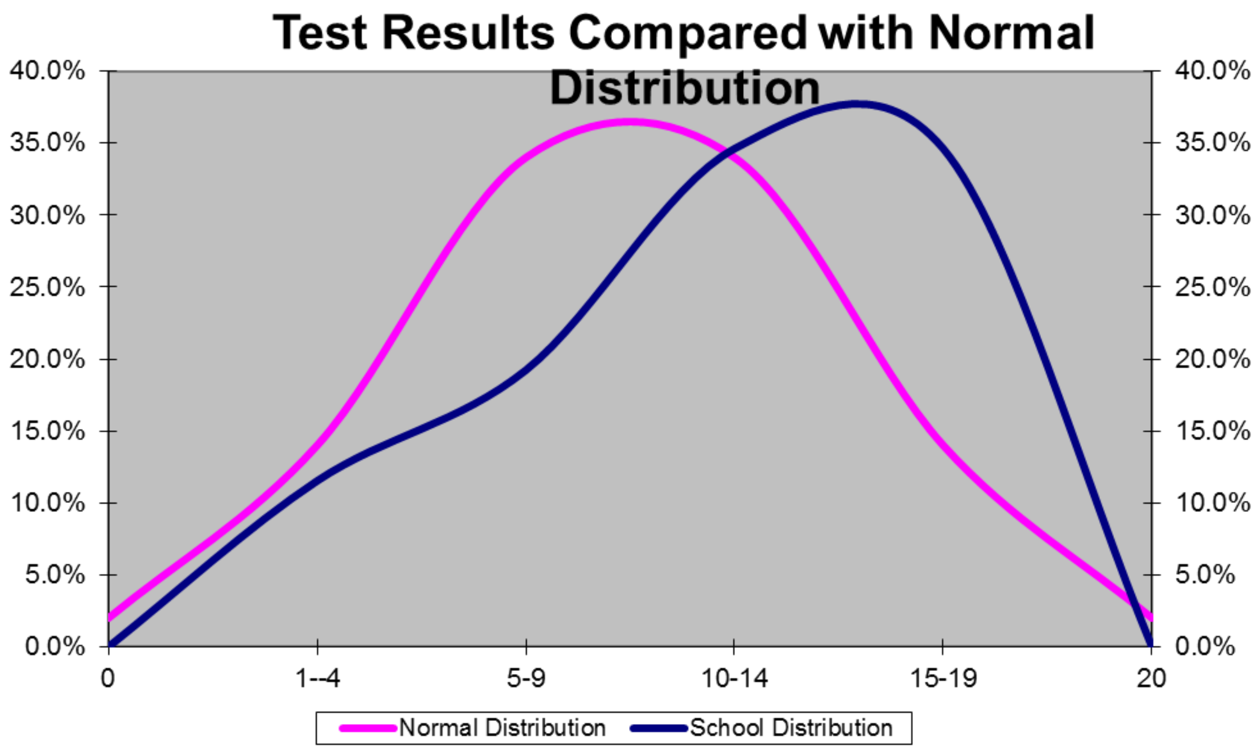

Total Num of Pupils in Each Percentile Band
12
10
8
6
4
2
0
0
1
11
7
1
0
0
1--4
5-9
10-14
15-19
20

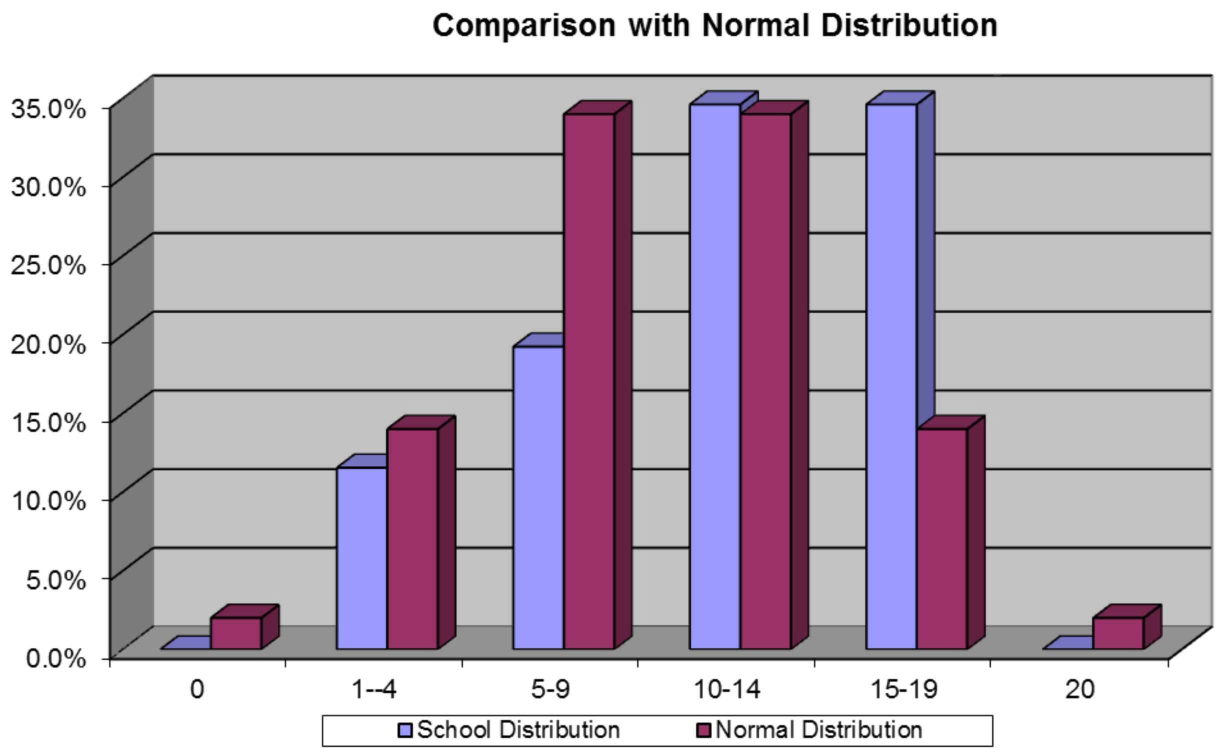

Distribution of Pupils in Each Class
11
10
9
8
7
6
5
4
3
2
1
0
7 girls
0
1--4
5-9
10-14
15-19
20

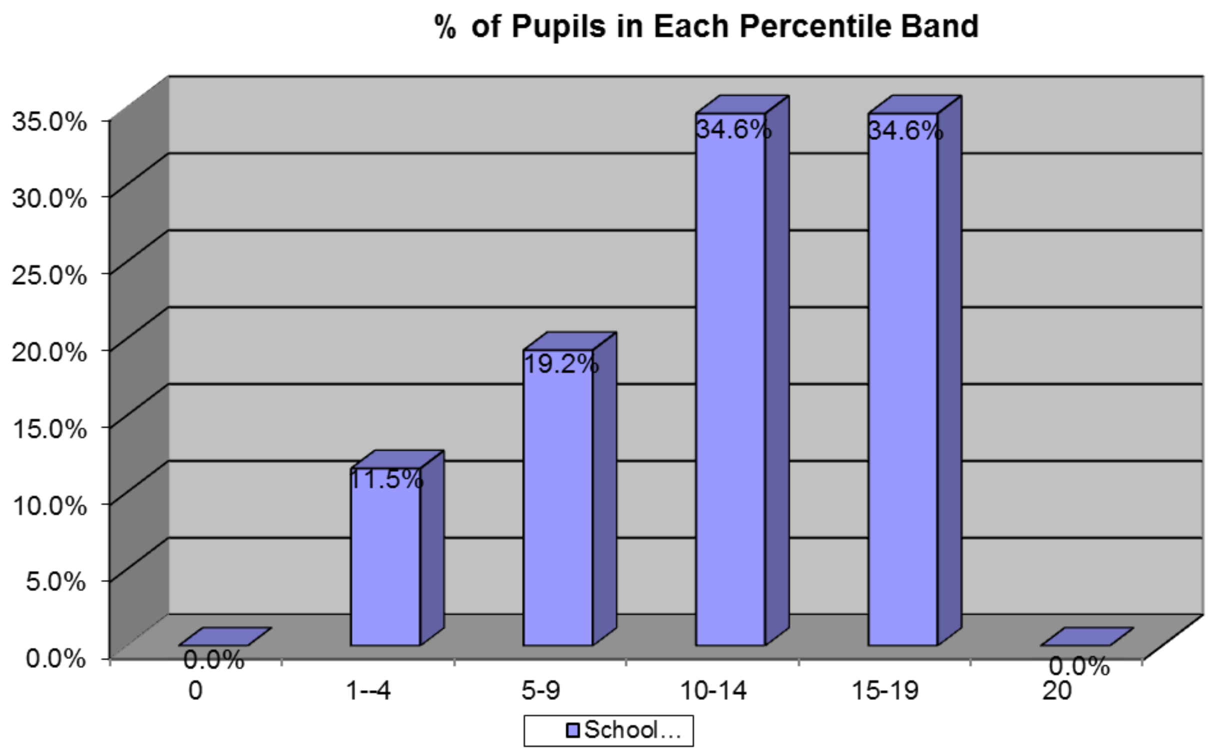
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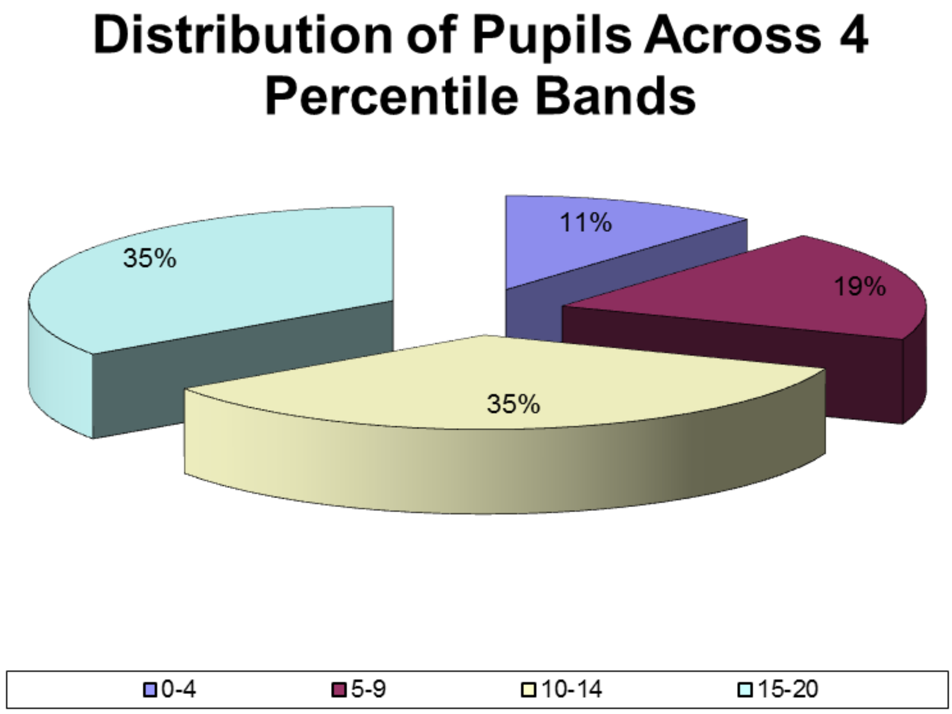
## Overall Boys Analysis

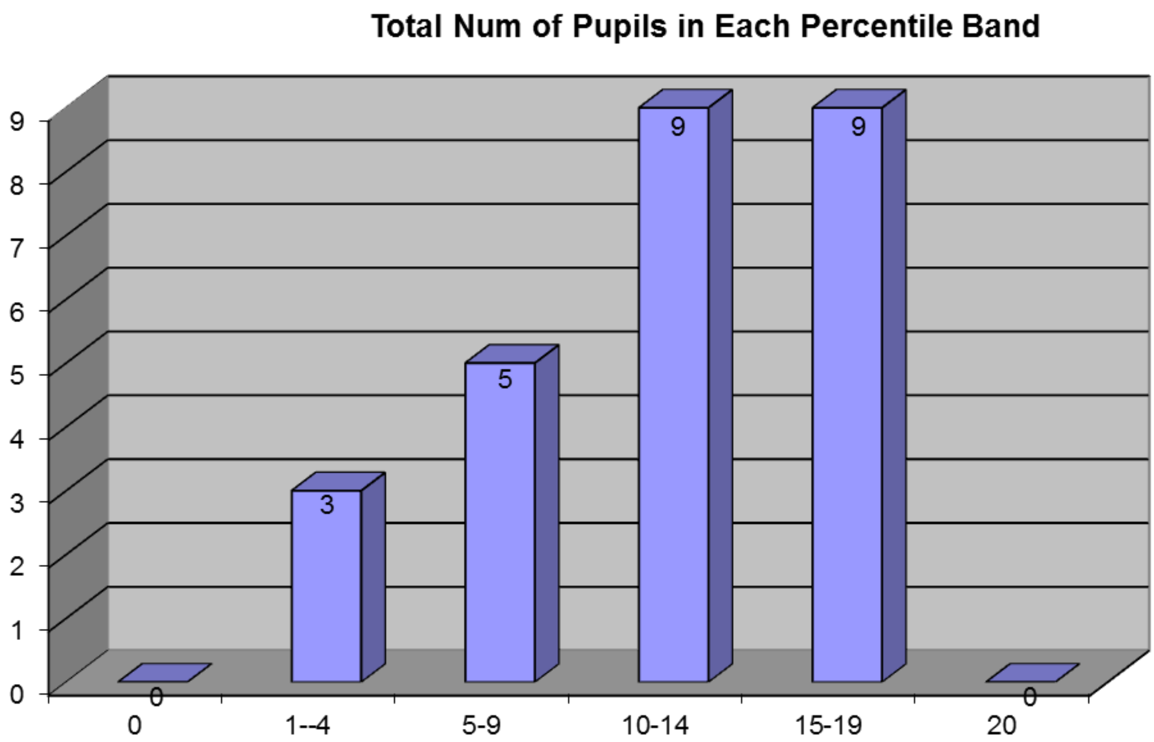
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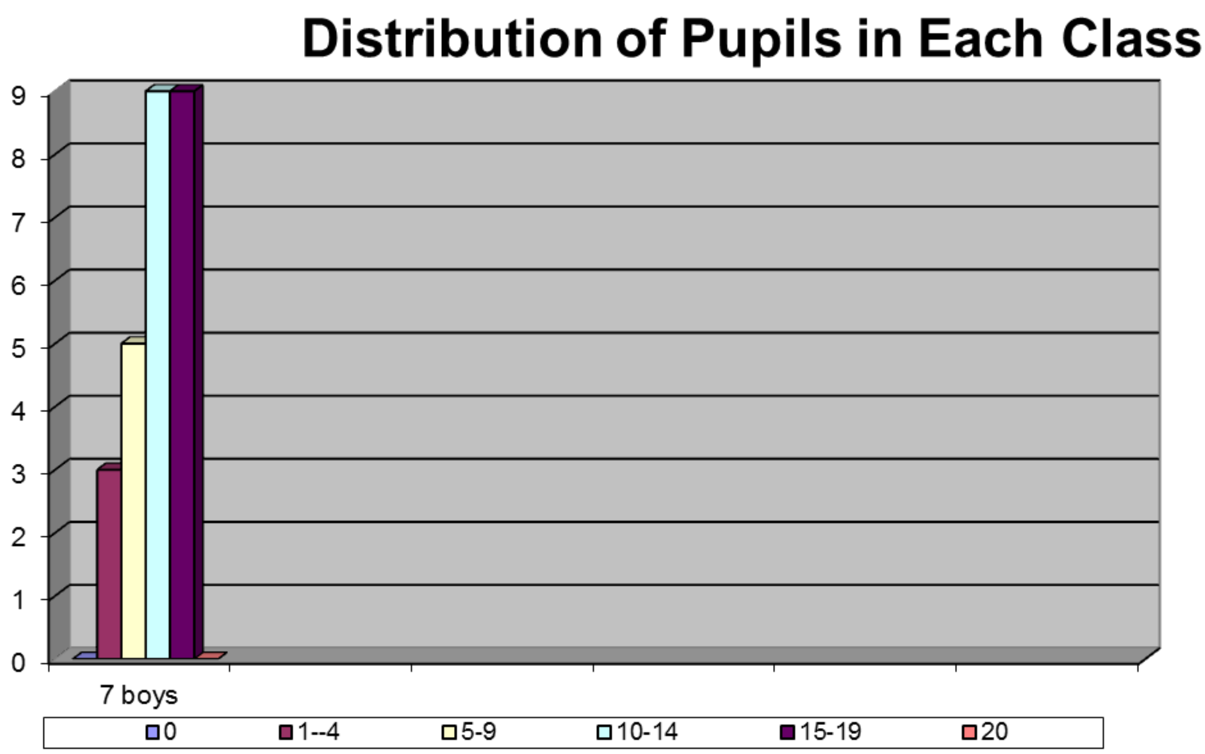



Comparison with Normal Distribution
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
0
1--4
5-9
10-14
15-19
20
School Distribution
Normal Distribution


% of Pupils in Each Percentile Band
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
0.0%
11.5%
19.2%
34.6%
34.6%
0.0%
0
1--4
5-9
10-14
15-19
20
School...


Distribution of Pupils Across 4 Percentile Bands
11%
19%
35%
35%
0-4
5-9
10-14
15-20

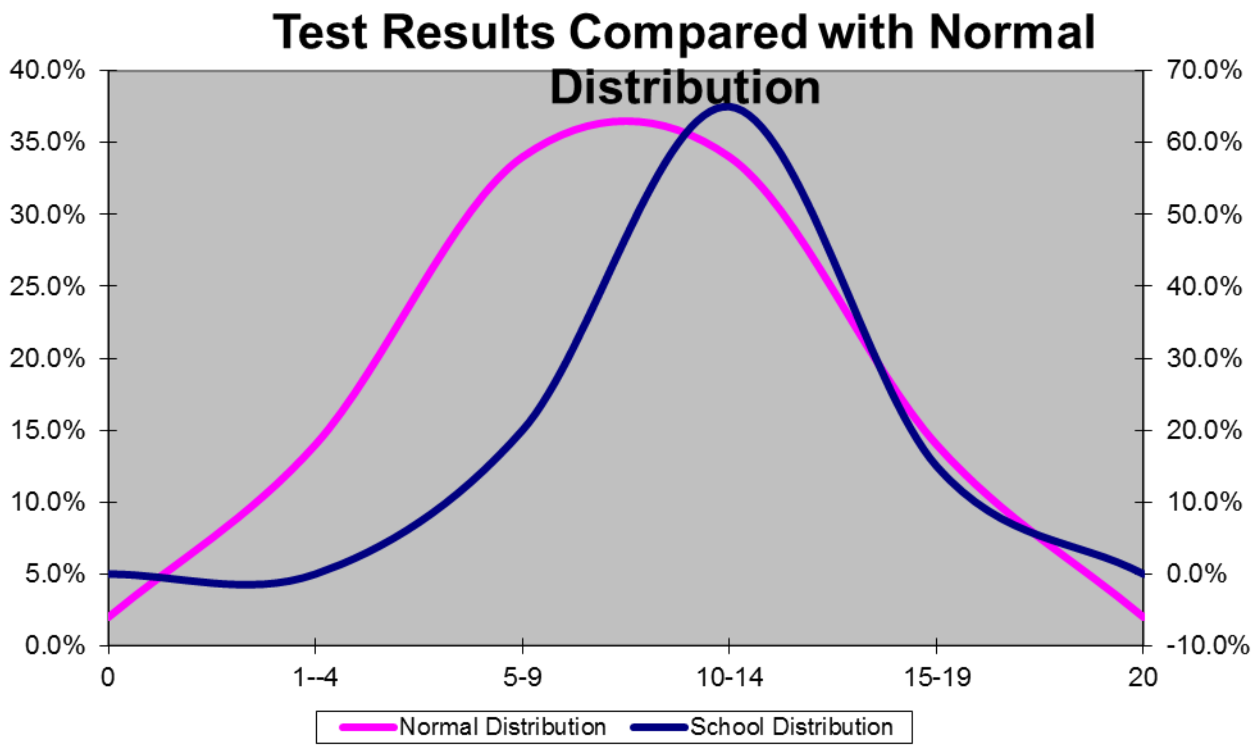

Total Num of Pupils in Each Percentile Band
9
8
7
6
5
4
3
2
1
0
0
3
5
9
9
0
0
1--4
5-9
10-14
15-19
20

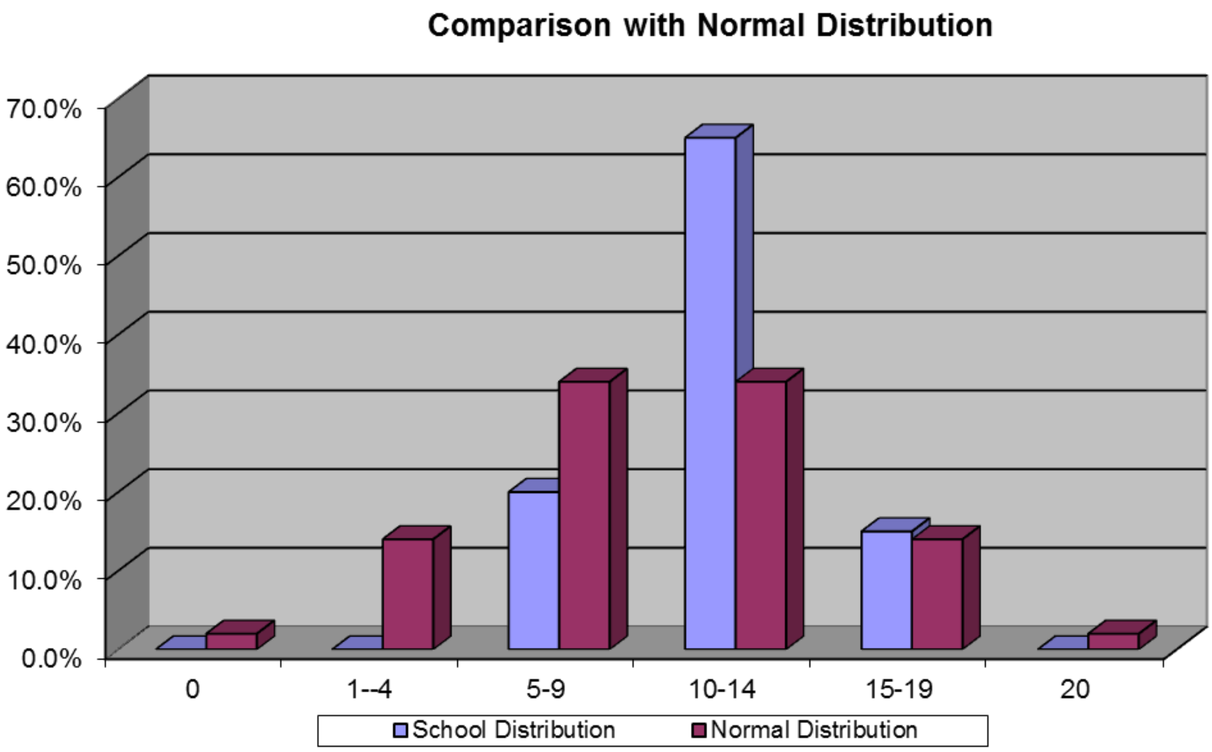

Distribution of Pupils in Each Class
9
8
7
6
5
4
3
2
1
0
7 boys
0
1--4
5-9
10-14
15-19
20

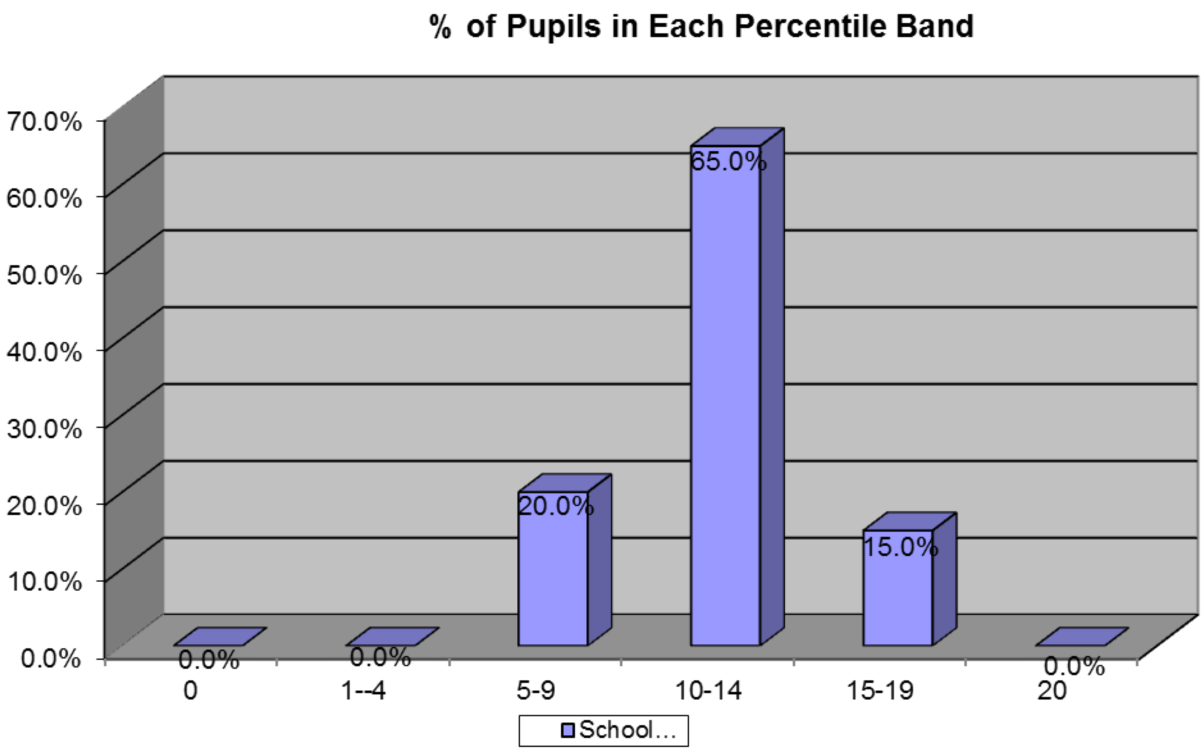
# Appendix (I)

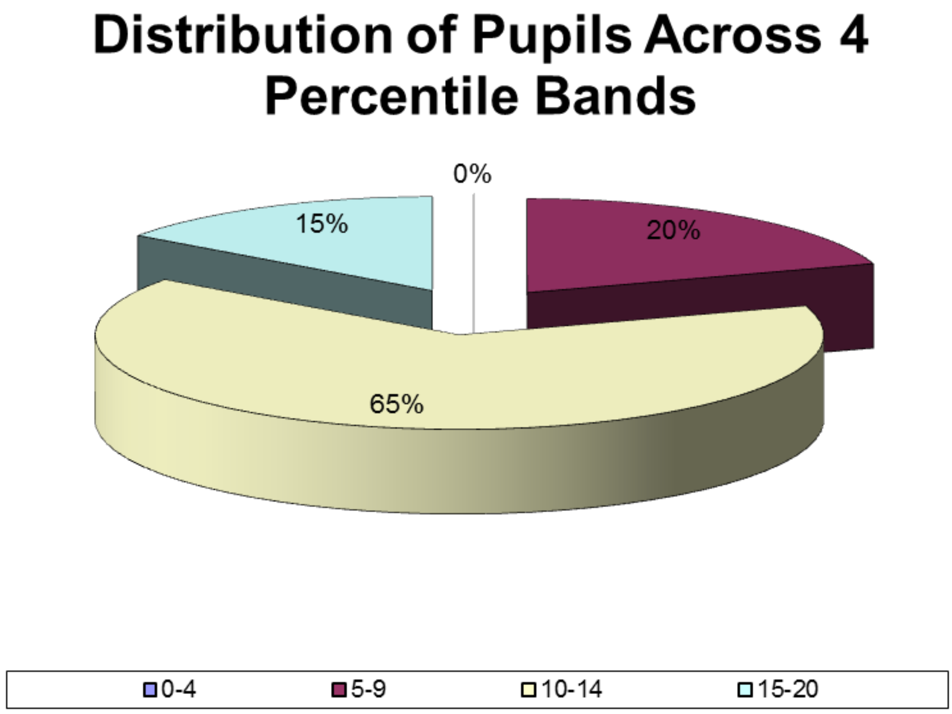
## Overall Girls Analysis

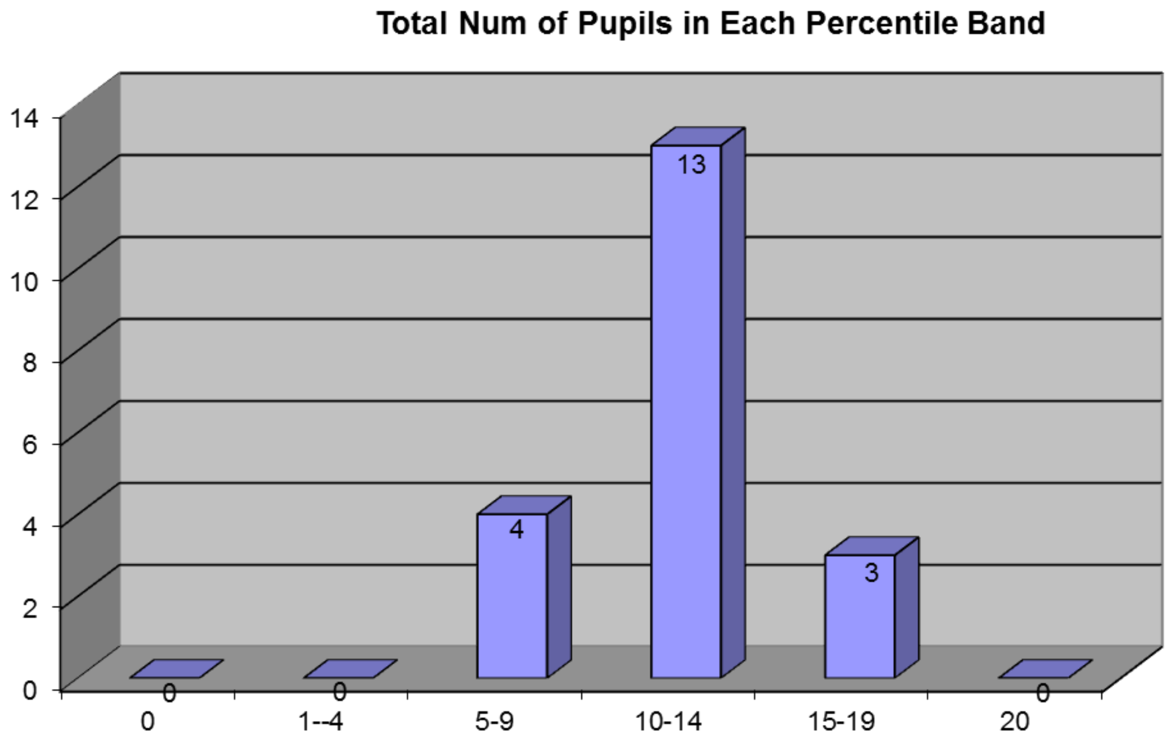
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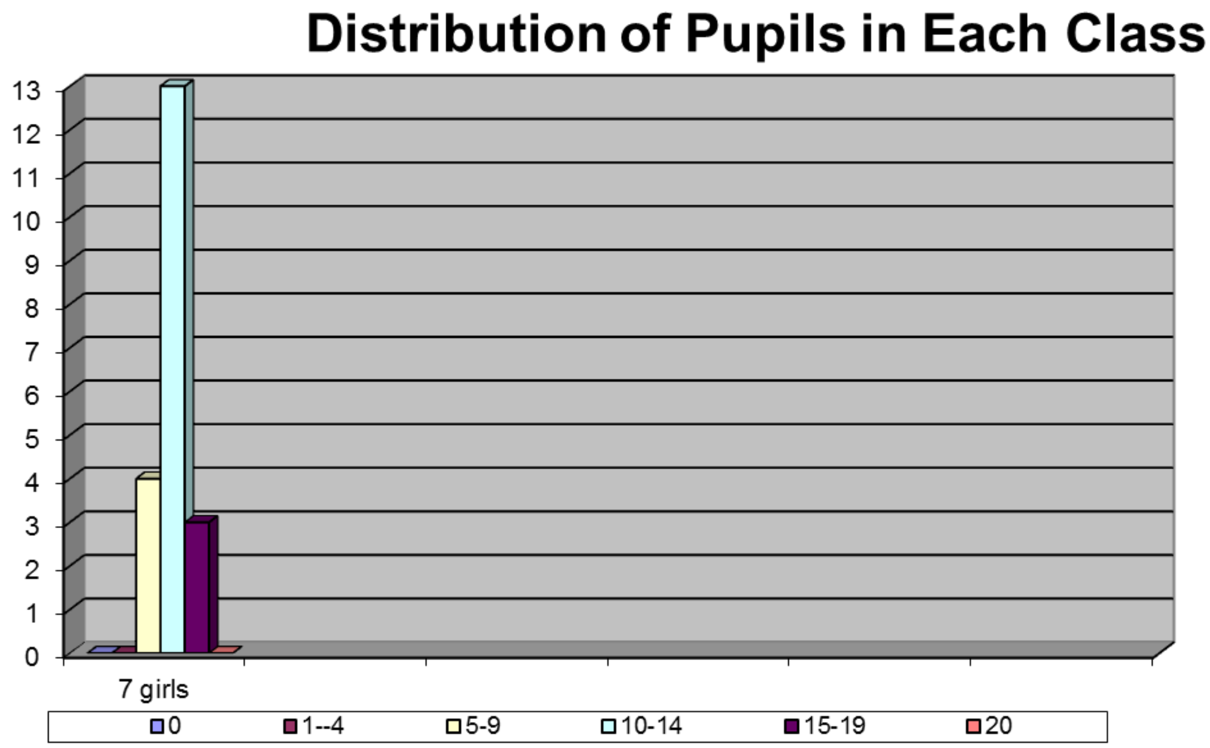



Comparison with Normal Distribution
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
0
1--4
5-9
10-14
15-19
20
School Distribution
Normal Distribution


% of Pupils in Each Percentile Band
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
65.0%
20.0%
15.0%
0.0%
0.0%
0.0%
0
1--4
5-9
10-14
15-19
20
School...


Distribution of Pupils Across 4 Percentile Bands
0%
15%
20%
65%
0-4
5-9
10-14
15-20


Total Num of Pupils in Each Percentile Band
14
12
10
8
6
4
2
0
13
4
3
0
0
0
0
1--4
5-9
10-14
15-19
20


Distribution of Pupils in Each Class
13
12
11
10
9
8
7
6
5
4
3
2
1
0
7 girls
0
1--4
5-9
10-14
15-19
20

# Appendix (J)

## Model Answer

Preposition of time:

A- In: three uses, 1- month or year ( in 1985).

2- particular time of day, month, year ( in morning).

3- century or specefic time in the past ( in Victorian era).

B- On: three uses, 1- day ( on Monday).

2- date ( march 5).

3- particular day ( on my birthday).

C- At: two uses, 1- time of clock ( at 5pm).

2- short time ( at the moment).

Preposition of place:

A- In: usually used for place which have some boundaries, enclosed place ( in hall, in school).

B- On: used for surface of something ( on a table).

C- At: used for specific place ( at the entrance).